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ABSTRACT

This three-phase project sought to ascertain the effectiveness of cross-divisional Educational Development Teams (EDT's) as residential change agents for program planning and development. Staff of 14 North Carolina community colleges and technical institutes were trained for roles as change agents. Developmental or remedial programs for non-traditional students were selected as targets for the development of EDT plans at each institution. Project evaluation included analyses of the EDT plans developed and the attainment of plan objectives, and case studies at seven of the participating institutions to determine how the EDT construct was perceived by college administrators. Results indicated that the team change agent strategy for educational development was viable. However, EDT's whose membership included those with higher decision-making positions had markedly greater success in achieving their plan objectives than did those with lower positions. Decision-making level rather than collegiate responsibility appeared to be the most important factor in EDT success. On the basis of the findings, a revised EDT model for planned change is recommended. EDT plans submitted by participating institutions are appended. (JDS)

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COMPREHENSIVE PLANNING AND STAFF TRAINING FOR COMMUNITY COLLEGE PERSONNEL (STATE AND LOCAL LEVEL) FOR THE STATE OF NORTH CAROLINA

A FINAL REPORT TO THE OFFICE OF ECONOMIC OPPORTUNITY

CAP GRANT NO. CG 4271 A/O

OCTOBER 31, 1972

JC 770 004

NATIONAL LABORATORY FOR HIGHER EDUCATION NLHE

October 10, 1972

Miss Delores Welsch, Project Manager
Office of Program Development
US Office of Economic Opportunity
1200 19th Street, North West
Washington, D. C. 20506

Dear Miss Welsch:

Accompanying this letter of transmittal is the Final Report of our OEO-funded project entitled Comprehensive Planning and Staff Training for Community College Personnel (State and Local Level) for the State of North Carolina. This report by the Project Staff, in association with the Junior and Community College Division of NLHE, pertains to all three phases of the project, for the period July 1, 1970 - June 30, 1972.

As the report narrative and summary data indicate, we believe the project has been highly valuable to our division, and to the community colleges and technical institutes included in the study. We believe that the concepts and techniques which have been developed and tested in the study have considerable applicability, not only for the disadvantaged students who constituted the primary target groups, but more generally for all students attending "open-door" two-year institutions.

In addition, our division's Accountable Learning Systems Program has also benefited from the project in several ways: (1) we were able to assess a sampling of two-year college needs in a more systematic manner than was previously the case, (2) we have begun to refine our concept of a single Educational Development Officer into an emerging concept of an Educational Development Office and/or an Educational Development Team, depending on the unique needs, resources, and constraints of each college, and (3) in the course of conducting the study, members of the Project Staff inevitable made a number of two-year colleges more familiar with the constellation of products and related services available from our division.

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On behalf of the entire staff of the Junior and Community College Division, and particularly of John Pitman, Sam Rigsbee and Francis Costanzo, I wish to express our sincere and heartfelt appreciation for your continuous help, Miss Welsch. We recognize the many invaluable substantive and procedural suggestions you have made, and the long and arduous hours you have devoted to enhance the success of the project. Once again, thank you from all of us.

Sincerely,

Terrence A. Tollefson

Terrence A. Tollefson
Director
Junior and Community College Division

TAT:ejb

COMPREHENSIVE PLANNING AND STAFF TRAINING FOR COMMUNITY COLLEGE PERSONNEL (STATE AND LOCAL LEVEL) FOR THE STATE OF NORTH CAROLINA

A FINAL REPORT TO THE OFFICE OF ECONOMIC OPPORTUNITY
CAP GRANT NO. CG 4271 A/O

Submitted by the OEO Project Staff
in Association with the
National Laboratory for Higher Education

October 31, 1972
John C. Pitman, Director
Miss Sam Rigsbee, Assistant
Director

Foreword

This report covers the progress made on the third and final phase of a three phase grant from the Office of Economic Opportunity entitled "Comprehensive Planning and Staff Training for Community College Personnel (State and Local Level) for the State of North Carolina." Phases I and II dealt with Developmental Planning and the Training Process, respectively. These phases are described in detail in the first year-end report, Educational Development Teams: A Force for Change, July, 1971. Phase III was the Implementation phase of the grant. Essentially, the project staff were to support the Educational Development Teams (EDT's)* as they began to implement their respective plans produced at the end of the three training sessions. A final project evaluation was also conducted. The results of this evaluation will be summarized and discussed in this report.

The above grant was funded through the National Laboratory for Higher Education** (formerly the Regional Educational Laboratory for the Carolinas and Virginia). The National Laboratory for Higher Education through its Junior and Community College Division*** (JCCD) has been and is still working on strategies for implementing a systems approach to developing individualized instructional materials and providing the required administrative and student services support.

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* Educational Development Team hereafter will be designated EDT.

** National Laboratory for Higher Education hereafter will be designated NLHE.

*** Junior and Community College Division hereafter will be designated JCCD.

Perhaps, the major impacts of this grant were the lessons learned in attempting to use a team as the operating unit for bringing about planned change at a given educational institution, in this case, the public two-year community college. Personnel in the JCCD of NLHE have long recognized that changes introduced by outside change agents are not likely to persist unless on-site experts can be trained so that the impetus for change remains after the external change agents have disengaged from a given program of planned change. Consequently, a series of training materials were developed to provide training for a resident change agent called Educational Development Officer* (EDO). Such a concept has been validated by the work of NLHE over the past four years. However, as the scope of changes required to adequately support individualized instruction increased, the job of the EDO became more and more difficult. It seemed to the project staff that a team approach to educational development was a natural extension of the EDO concept. Under a team development concept a cross-divisional planning team could expect to draw its inputs from a broad base of competencies and apportion the work.

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* Educational Development Officer hereafter will be designated EDO.

We feel that the evaluation data supports our contention. This in no way detracts from the functions of an EDO as posited by NLHE. In fact, NLHE is now moving toward a broader EDO construct in which several educational development specialists drawn from many areas, i.e., institutional research, instruction, development business management,and counseling and guidance could function as a group with each member receiving specialized training in his or her respective field.

Though this two year grant was primarily directed at the improvement of remedial/developmental programs through cross-divisional planning teams, the concepts could easily be expanded to incorporate any program area(s) in a given institution. Only the content presented in the training sessions would need to be altered.

In conclusion, we feel that a team approach to program planning and development has proved to be a viable educational development strategy. We hope other groups and/or agencies can build on our efforts and improve the Educational Development Team model employed.

We wish to thank NLHE personnel who gave us advice and assistance, particularly those members of the Junior and Community College Division. Our particular thanks is reserved for the presidents, deans, faculty and students of the participating institutions who kept us from "going off the deep end" and who gave so generously their time, advice and friendship.

John C. Pitman, Project Director
Miss Sam Rigsbee

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Section 1 - Statement of Project Objectives and Accomplishments

This report will be restricted to three major topics. First, the objectives of the two-year grant will be stated. Secondly, the project evaluation procedure and summary of the data obtained will be discussed. A revised or suggested EDT model will be presented. Finally, a series of actual programs resulting from the work of selected EDT's will be included. This report is designed to be primarily our operational document as opposed to a theoretical statement. Those readers who wish to review the literature base and rationale for the training and EDT operation should consult the document mentioned in the Foreword, Educational Development Teams: A Force for Change. (A Final Report to the Office of Economic Opportunity, July, 1971).

I. Objectives

A. Phase I - Developmental Planning

Objective 1. NLHE will create institutional linkages.

The primary function of NLHE at this stage is coordinative and supportive (in terms of furnishing initial research information and summarizing and disseminating ongoing committee contributions). The primary program activities implementing objective 1 are: (1) the formation of an Advisory Committee, (2) hosting a formative workshop, (3) providing results of the interpretation of current research for the Advisory Committee's consideration--review and recommendations, and (4) following through on the recommendations of the Advisory Committee.

The products to be developed constitute an Institutional Support Series composed of: (A) research reports, (B) agendas, and (C) administrative guidelines.

Objective 2. NLHE will conduct problem-oriented research.

The primary function of NLHE here is research directed toward the acquisition of baseline data from which training programs and coordinative administrative structures may be developed. The primary program activities implementing objective 2 are: (1) identifying the needs of disadvantaged students in North Carolina, (2) determining by survey the existing resources of agencies dealing with the disadvantaged students in North Carolina, and (3) planning for the coordination of existing resources to meet the identified needs. The products to be developed are: (1) a narrative statement of the needs of disadvantaged students in North Carolina, (2) a survey of available resources, and (3) has been redirected, rather than produce a single master plan, consultation aimed at helping EDT's achieve their respective plan objectives will be made as part of the follow-up assistance.

Objective 3. NLHE will develop training procedures for EDT's.

The training sessions were divided into three separate but related components, (a) Affective, (b) Student Support Services, and (c) Instructional. For a full description of the activities, materials and evaluation of these sessions, see Bimonthly Progress Reports (October 30 and December 30, 1970). (This objective has been altered from the original proposal.)

B. Phase II - Training Process

Objective 4. NLHE will implement an EDT training program for community college personnel.

The primary function of NLHE at this stage is instructional. The expected outcomes of the instructional program are: (1) the planning of activities, (2) staff orientation, (3) participant selection, (4) participant training through workshops, (5) workshop follow-up by campus and state visitations, (6) ongoing communication with participants, and (7) assessment of the format and content of EDT plans. The products to be developed are: (1) a training schedule and (2) a number of training EDT's.

Objective 5. NLHE can support program development by EDT's.

The primary function of NLHE here is supportive and/or advisory. Participants during their training period will be provided with necessary information pertaining to disadvantaged students. Such information will be of a general (research findings) and particular (assistance in determining unique institutional needs) nature.

The primary program activities implementing objective 5 are: (1) supplying relevant information on problems encountered in working with disadvantaged students, (2) providing guidelines for developing comprehensive programs, (3) conducting site visits to assist in determining particular program needs, and (4) assisting institutions in locating sources of support. The products to be developed are: (1) comprehensive program plans from junior college staff participants, (2) proposals for specific research and demonstration projects, and (3) recommendations for ongoing training needs and revision of training materials.

C. Phase III - Implementation

Objective 6. NLHE will provide technical assistance for implementing the EDT plans of the participating institutions.

The primary function of NLHE here is consultative. Such consultative assistance will be concerned with: (1A) personnel selection, (1C) maximizing the participation of disadvantaged students in planning for and participating in activities designed for their benefit, (1D) providing information relevant to the instructional needs of disadvantaged students, with special emphasis on communication skills and instructional techniques, and (1E) evaluation procedures. The products to be developed are: (1) summary reports of relevant research, theories, and programs dealing with communication skills and instructional techniques for the disadvantaged community college student, (2A) an evaluation form to collect initial baseline information on such topics as present administrative policies, instructional procedures, attrition rates, etc., (2B) a final evaluation instrument to assess progress made, as a result of implementation of EDT plans.

There has been a redirection required in objectives 5 and 6 due to a cut-back in funds originally targeted for support of selected pilot programs produced by EDT's. Initially Phase III was conceived as being the implementation of selected pilot programs developed from the best EDT plans. Now Phase III is viewed as the on-site development and support of each of the respective EDT plans to the extent that such plans can be implemented with outside funds. This obviously will restrict the scope of the changes sought by the respective institutions.

Such a change also places greater emphasis on the EDT plans submitted at the end of the three training sessions. Further, the project staff was reduced in number necessitating us to drop some of the advisory functions noted in objective 5. We restricted our advisory role to specific requests from an EDT. Proposals for specific research and demonstration projects could not be considered (objective 5, section 4b). The respective EDT plans were taken as given and all support was restricted to assisting teams on specific problems through on-site consultations. If another similar project builds on this model, the proposal should include funds for greater support services.

The above comments also apply to objective 6, technical assistance. Technical assistance was limited to helping EDT's more effectively utilize existing resources. No additional resources were available. Consequently, operational alternatives for implementing EDT plans were arbitrarily fixed. Had real alternatives (through increased outside funds) been available, some EDT's might have tried more comprehensive approaches. However, the fact that a fair degree of plan implementation was realized by most EDT's does suggest that the EDT concept is realistic and can be used in much less than ideal environments.

D. Summary of Project Accomplishments in Terms of Project Objectives

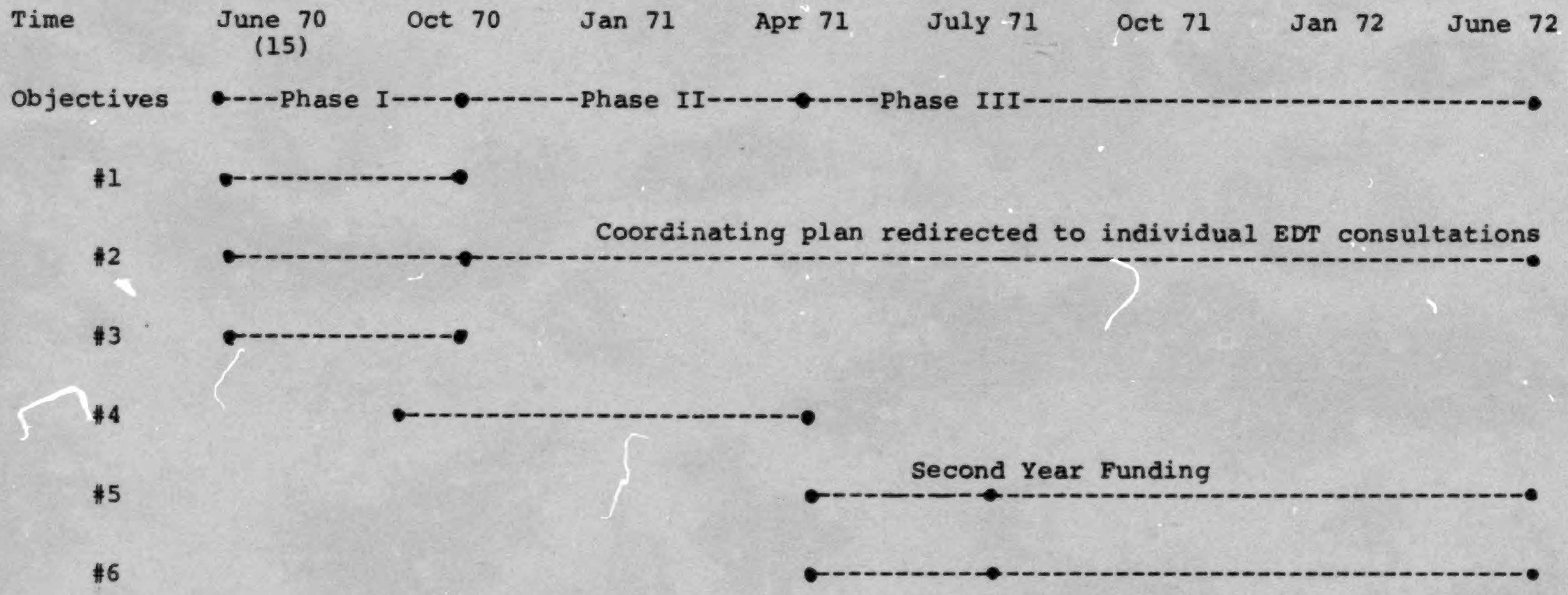
The organizational charts following this brief narrative description are subdivided to show the objectives, products to be developed for each objective, and program activities implementing each objective. An annotated bibliography of all reports produced by the project staff is included in Appendix A. The charts following refer to progress reports as appropriate. All these reports are on file in the Office of Program Development, Office of Economic Opportunity, Washington, D. C. Please direct information requests to this source.

Phase I - Developmental Planning			Statement of Progress	
Objectives	Products to Be Developed	Program Activities	Products	Programs
1. NLHE will create institutional linkage	1. Institution Support A. Research reports B. Agendas C. Administrative guidelines	1. Formation of Advisory Committee(s) 2. Host formative Workshops 3. Provide results of current research to Advisory Committee(s) for review and recommendation 4. Follow through on recommendations of Advisory Committee	1. Accomplished	1 - 4 Accomplished
2. NLHE will conduct problem-oriented research	1. Narrative statement of needs of disadvantaged in North Carolina 2. Survey of available resources 3. Tentative coordinating plan	1. Identify needs of disadvantaged students in North Carolina 2. Survey the existing agencies dealing with the disadvantaged to determine available resources 3. Plan for coordination of resources to meet the existing need.	1 - 2 Accomplished 3. Tentative coordinating plan (to be accomplished through separate consultations with EDT's)	1 - 2 Accomplished 3. Accomplished during site visits after EDT plans were submitted (Became part of Phase III)
3. NLHE will develop training procedures and/or demonstration activities	See Progress Reports 1-3 and Final Report, July, 1971 for full description of materials used in the three workshops	See Progress Reports 1-4	Materials developed and/or selected. See Final Report, July, 1971	Training program defined. See Final Report, July, 1971

	Phase II - Training		Statement of Progress	
Objectives	Products to Be Developed	Program Activities	Products	Programs
4. NLHE will implement an EDT training program for community college personnel which will: A. Train instructional leaders for community colleges B. Provide a mechanism for applying learning principles to instruction for the disadvantaged C. Increase the contributions of research methodologies to developmental education D. Stimulate a decision-making process based on research data related to student learning	1. Training schedule for 3 workshops 2. Training sessions run and evaluation data collected	1. Planning of activities 2. Staff orientation 3. Participant selection 4. Participant training through workshops 5. Workshop follow-up A. Campus and state visits 6. Ongoing communication with participants 7. Assessment of implementation of training alternatives	Accomplished	1 - 5 Accomplished 6 & 7 Accomplished Evaluation procedure and data for training sessions in Final Report, July, 1971
5. NLHE can support program development by EDT's	1. Comprehensive program plans from participant junior college staff 2. Proposals for specific research and demonstration projects 3. Recommendation for ongoing training needs	1. Supply relevant information on problem of working with disadvantaged students 2. Provide guidelines for developing comprehensive programs 3. Conduct site visits to help determine program needs 4. Assist institution in locating sources of support	1. Plans collected (by June, 1971) 2. Unable to process separate proposals due to restriction in funding 3. No product but done by on-site consultations	1 - 3 Accomplished by site visits 4. Omitted due to restriction in funding

Phase III - Implementation			Statement of Progress	
Objective	Products to Be Developed	Program Activities	Products	Programs
6. NLHE will provide technical assistance for implementation of EDT plans (Limited to on-site assistance with only existing institutional resources)	1. Summary reports for advisory groups and EDT's 2. Evaluation instruments A. Forms to collect baseline information on institutional procedures B. Final evaluation instrument to assess EDT program impact	1. Provide assistance in implementing EDT plans A. Personnel selection B. Fiscal management C. Maximizing participation by disadvantaged D. Developing more effective instructional procedures E. Evaluation procedures	1. Summary reports limited to this report and separate evaluation reports to participating institutions in the evaluation 2. Data collected	1. A - D Limited to specific requests of EDT's -- all topics considered but not necessarily with each EDT E Accomplished

TIME PHASING OF EDT PROGRAM



Section 2 - Evaluation Procedures and Summary of Evaluation Data

I. Introduction

Due to the absence of initial baseline data against which one could assess attitude changes, the evaluation procedures were all process evaluations. Suchman defines process evaluation as "...the determination...designed to accomplish some valued goals or objectives."* He lists six types of considerations for such evaluation:**

(1) What -- the nature of the content
(2) Who -- the target group of a given program
(3) When -- the time the desired change(s) is to take place
(4) Unitary or multiple objectives
(5) Magnitude of effect
(6) How -- the process to be used to attain the objectives

The implication of the above is that program attributes (assumptions about the EDT model and/or training rationale employed) must serve as the criterion for final evaluation rather than the magnitude of effects produced by the respective EDT's. The attributes evaluated were: (1) the actual composition of the EDT's compared with the recommended composition, and (2) the degree to which final EDT plans actually incorporated elements from all three of the training sessions as posited in the training rationale. The effects or results of EDT operation were assessed by: (1) asking EDT members to submit an annotated copy of their respective plans detailing actions taken (either accomplished, begun or not attempted) on each listed objective, and (2) conducting a case study on selected participating institutions in order to determine how the EDT construct was perceived by administrators in those institutions.

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* Edward A. Suchman, Evaluation Research: Principles and Practice in Public Service and Public Action Programs, New York, Russell Sage Foundation, 1967, p. 32.

** Ibid., pp. 39-41.

II. Evaluation Procedures

A. Team Composition Analysis

The following matrix was used to determine EDT divisional membership and decision-making responsibility.

INSTITUTION	DIVISIONAL MEMBERSHIP				DECISION-MAKING RESPONSIBILITY		
	A	SS	I		L_1	L_2	L_3

A = Administration; SS = Student Support Services; I = Instructional; L_1 = Person reporting directly to President; L_2 = Person reporting to a Dean or divisional head; L_3 = Person who would normally have no decision-making function other than those governing a class or individual responsibility.

The recommended composition was one representative from each of the three divisional areas and at least one level decision-maker.

B. Final EDT Plans

Each plan submitted was evaluated according to content expressed. If all objectives dealt with instructional change desired, the plan was given a weight of one (1). If changes desired involved attitude change and support considerations as well as instructional changes, the plan was given a weight of three (3). If definite policy changes were named, the plan was given a weight of one (1) under an administrative category. Each plan was classified 1, 2, 3, or 4.

C. EDT Plan Achievement

Statements from EDT's were used to determine the accomplishments made in achieving plan objectives. This information was obtained by sending a final plan to each EDT asking them to check to assure that it was, in fact, their latest plan, and then to annotate the plan by indicating portions accomplished, begun, or not yet begun with explanations of partial progress. Once plans were so evaluated, they were compared against the team membership matrix to see if success was related to team composition.

D. Case Study of Administrators in Selected Institutions

This was the major evaluation thrust of the project. The purpose of this evaluation was to assess the perceived validity of the EDT construct and to determine weaknesses enabling the project staff to suggest needed modifications to the EDT model. The following six questions were included in the structured interviews used:

1. What are your feelings about the concept of utilizing a cross-divisional planning team for program development?
2. Who do you feel should be on such a team for maximum possible effect at your institution? Why?
3. What type of functions or tasks do you feel should be assigned to such a team assuming it existed as answered in #2 above?
4. Where should such a team be placed in your organizational structure?
5. Do you feel your present EDT has been useful? Why? Why not?
6. What recommendations would you make to improve your present EDT's operation?

(1) Selection of Institutions for Case Study

The EDT consortium consisted of 14 institutions. Two of the schools were technical institutes and were excluded from the sample because the primary design of EDT training focused on community colleges. Also, two institutions became inactive before the end of training and were excluded. The remaining 10 schools are located in the following regions of North Carolina:

Mountain Region	- 2 schools
Piedmont Region	- 4 schools
Coastal Plains Region	- 4 schools

One of the schools in the Piedmont was excluded because of its size; Central Piedmont Community College is more than three times as large as any other school in the consortium. This leaves 2 schools in the Mountain region; 3 schools in the Piedmont; and 4 in the Coastal Plains. Initially, the study was to include 2 schools from each region. However, a third school from the Coastal Plains region was added since it was felt that this area had the largest percentage of non-traditional students and consequently should have greater representation in the final group. The following schools were included in the case study:

1. Surry Community College - Mountain Region
2. Caldwell Community College - Mountain Region
3. Davidson Community College - Piedmont Region
4. Rockingham Community College - Piedmont Region
5. Wayne Community College - Coastal Plains Region
6. Lenoir Community College - Coastal Plains Region
7. Southeastern Community College - Coastal Plains Region

(2) Interview Procedure

The interviewer selected was a psychometrist privately employed. It was decided that if the project staff conducted the interviews, personal ties with many of the interviewees might cause a bias in information received.

The procedure was to interview administrators from each school on a prearranged schedule. The questions were identical for each participant with a standard set of probe questions for no answer or incomplete responses. A time limit of 45 minutes was set as an outside limit for questioning time and all responses were taped. The average number of staff members interviewed at each institution was nine.

After all interviews were conducted, the tapes from each institution were analyzed. As comments were made for a question, they were logged on a sheet. As duplicate comments were made, they were tallied. Each response made was also coded by President (P), Dean (D), or Instructor (I). Those classified I were department heads of Mathematics and English and were included since they are typically most directly concerned with remedial/development programs. The above procedure enabled one to establish a matrix for each question showing the breakdown of the three classifications of respondents on a series of classified responses. The number of classifications of responses was determined by inspection of tallied responses to each question. To assure reliability in coding responses, three separate raters were used -- the psychometrist employed, the project director, and one of the project staff. Where differences did occur, the three raters discussed the item until consensus was reached.

III. Discussion of Evaluation Data

A. Team Composition Analysis

Actual team composition varied greatly both in terms of divisional membership and organizational position. In the following analysis of teams, a "dean" is considered as both a representative of administration and the division for which he is responsible. Director of Special Projects is classified as a student personnel divisional function. Educational Development Officer is classified as instructional. Deans of Extension and Administrative Assistants are classified as administrative. Deans of Vocational-Technical or Occupational Education are classified as instructional. Using such a scheme a full team could receive as high a rating under collegiate responsibility as six (three administrators from the first two categories and all three being counted again in the administrative category) or as low as three (no administrators, no count in that category).

The relative decision-making responsibility of EDT members is classified on the following chart as follows:

(a) Deans and administrative assistants reporting directly to the president are classified as one (1),

(b) Directors of programs reporting to a dean are classified as two (2), and

(c) Instructors and counselors are classified as three (3). In the case of a full team the highest possible rating would be a three, i.e., all team members having level one decision-making responsibility. The lowest possible rating for a full team would occur when all team members were classified level three in decision-making responsibility giving a rating of nine.

(1) Collegiate Responsibility -- As can be seen from Table I, a majority of the teams (64%) did have full cross-divisional representation. Eight of the teams (57%) had all three members. Most partial teams (66.7%) failed to submit a final plan and the two partial teams who did submit a plan did not reflect cross-divisional content in their plan. The rationale for a full cross-divisional team in order to assure cross-divisional EDT plans does seem to be supported. However, the rather large number of partial teams does bring into question the voluntary selection of EDT's and points up the need for more carefully planned project introduction activities.

(2) Decision-Making Responsibility -- The information here is less clear. Eight of the 14 teams had first level decision-makers. Only one of the four partial teams failing to submit a final plan had a first level decision-maker. Seven of the 14 teams had second level decision-makers. Combining these two categories (first and second

level decision-makers) all teams were represented. If one looks at plan accomplishments vs. presence of at least one first level decision-maker, the information is more clear. Of the six teams who had no first level decision-makers, only one had any success in implementing their plan -- Rockingham. The other five either failed to submit a plan or were unable to operationalize their plan (Caldwell did not get students to enroll in their special program and Lenoir reported no progress due to lack of administrative support).

More specifically, the six EDT's rated in Category Three (greatest plan accomplishment) had an average weight in decision-making of 4.3. The four EDT's rated in Categories One or Two had an average weight in decision-making of 7.8. Clearly, those teams who had higher level decision-making positions represented had markedly greater success in accomplishing their plan objectives. Decision-making level rather than collegiate responsibility appears to be the more important factor in team success.

TABLE I

EDT TEAM COMPOSITION

Institution	Collegiate Responsibility				Decision-Making Level			
	Adm	Instr	SPS	Weight	L_1	L_2	L_3	Weight
Caldwell Com. Col.	(x)	xx	x	4		x	xx	8
Central Piedmont Com. Col.	x		x	2*·		x	x	5*·
Central Carolina Tech. Institute	(x)	xx		3*	x		x	4*
Coastal Carolina Com. Col.	(x)	x	x	3*·	x		x	4*·
College of the Albermarle	(x)	x	x	3**·		x	x	5**·
Davidson Com. Col.	(x) (x)	xx	x	5	x	x	x	6
Gaston College	(x) (x)	x	x	4*	xx			3*
Johnston Tech. Institute	(x)	xx	x	4	x		xx	7
Lenoir Com. Col.	x		xx	3		x	xx	8
Rockingham Com. Col.	(x)	xxx		4		x	xx	8
Sandhills Com. Col.	(x)		xx	3*·		x	x	5*·
Southeastern Com. Col.	(x) (x)	xx	x	5	xx		x	5
Surry Com. Col.	(x) (x)	xx	x	5	xx		x	5
Wayne Com. Col.	(x) (x)	x	x	5	xxx			3

* = partial team -- only two team members
· = submitted no final EDT plan

** = withdrew after first training session

B. Final EDT Plans

A total of 11 of 14 EDT's submitted a final plan. Only 10 are discussed here since one plan was received a year after the others from a reconstituted team. Three institutions submitted no plans and although they were technically still in the project consortium they became inactive. The three inactive institutions were Sandhills Community College, Coastal Carolina Community College and College of the Albermarle.* A total of 71 per cent of the EDT's submitted a final plan by March of 1971 and 29 per cent failed to do so.**

The following procedure was used to classify the submitted EDT plans. The purpose statement and objectives of each EDT plan were reviewed and a determination was made as to whether the statements reflected training sessions. For example, statements or objectives involving improved communications or greater understanding of the needs of non-traditional students reflected the first training workshop or attitudinal issues. Statements concerning counseling procedures, recruitment or financial aid reflected the second workshop or student support issues. Statements concerning individualized instruction, non-punitive grading, or alternate learning approaches reflected the third training session or instructional issues. Statements directly calling for changing of existing institutional policies were classified as administrative. There is a high degree of overlap between attitudinal issues and administrative issues since a change in policy is likely to come only as a result of changed attitudes. However, this rather arbitrary classification scheme was used in order to reduce the subjectivity involved in trying to determine if an implied end of an attitudinal program or activity was a policy change. Unless such an end was actually stated in a given EDT plan it was not credited with an administrative objective or purpose.

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* This institution withdrew from active participation after the first training session.

** If Central Piedmont's later team plan were included, the percentage of completed plans would be 79% and 21%.

If it was not clear from the purpose and objectives of EDT plans what classification should be made, the listed activities were reviewed and classification was then made as above. The complete plans from the ten institutions are included in Appendix B. Only summary data will be presented here. A matrix listing the institutions and the four above classifications will be used to present the summary data. Since the plans are quite varied in purpose and degree of detail, no attempt is made here to order or establish relative weights for the four classifications used.

TABLE II

INSTITUTION	TYPE OF CONCERNS OR ISSUES INVOLVED BY AN EDT PLAN			
	Attitudinal	Student Support	Instructional	Administrative
1. Caldwell County Community College and Tech. Inst.	X	X	X	X
2. Central Carolina Tech. Institute	X			
3. Davidson County Community College	X	X		X[2]
4. Gaston Community College	X			
5. Johnston County Tech. Institute	X	X	X	X
6. Lenoir Community College	X		X[3]	
7. Rockingham Community College	X	X	X	X[4]
8. Southeastern Community College			X	X
9. Surry Community College	X	X[5]	X	
10. Wayne Community College	X		X[6]	X

1. Plan directed at improving overall institutional communications procedures involving cross-sectional committees, counselors, faculty, administrators, students, but no specific activities other than attitudinal changes mentioned.

2. Administrative support of committee work implied, as are policy changes on admissions procedure but not specifically stated.
3. More a research effort to investigate a variety of instructional techniques than to actually initiate instructional change.
4. Administrative in that students in program would be under separate special project staff even though in regular programs not case now.
5. Increased small group counseling implied but not directly stated.
6. Relationship to instruction implied but specifics to be used not stated.

The above summary of the final plans shows that 90% of the EDT's plans did concentrate on attitudinal or affective problems through various attempts to institute or improve existing internal communications procedures through the use of total cross-sectional committees or task forces. It would appear that the heavy emphasis on interpersonal communication and affective issues during training was most effective in terms of EDT plan objectives.

Beyond this the information is less clear. Only fifty per cent of the plans incorporated activities from the student support services training session and one of those was implied. In most cases peer counseling or some form of increased use of paraprofessional counseling was suggested. Though disappointing, this is not surprising in light of the weakness noted for the second training session.

Instruction was included in 70 per cent of the EDT plans. Actually this figure is misleading. Two of the institutions who did not mention this in their plans already place considerable emphasis on individualized instruction instituted by earlier training sessions run by the Junior and Community College Division of NLHE. If one included these two institutions among those whose plans made specific mention of instruction, 90 per cent of the EDT's submitting a final plan were working on instructional issues.

Six of the teams, two by implication, included administrative issues. Again this figure (60 per cent) is probably understated. Cross-sectional committees and/or task forces working in institutional communications problems would probably need the support of administration and/or sanction of recommendations made. Consequently the administrative area is at least indirectly involved in most if not all plans.

The foregoing suggests that the cross-divisional nature of the training rationale is generally supported except for the noted weakness in the support service area. Only Gaston Community College failed to evidence any cross-divisional planning.

C. EDT Plan Achievement

Since the degree of comprehensiveness evidenced in the respective EDT plans varied widely and the completeness of responses from EDT's also varied widely, a rather gross categorization procedure was used. Three general categories were established. Category One was defined as little or no implementation and accomplishment of EDT plan objectives. Category Two was defined as partial implementation and accomplishment of EDT plan objectives -- between one-third and two-thirds of plan objectives implemented and less than 50 per cent of the objectives accomplished as of June, 1972. Category Three was defined as general implementation and accomplishment of EDT plan objectives -- more than two-thirds of the objectives implemented and at least 50 per cent of the objectives accomplished as of June, 1972.

1. Caldwell County Community College and Technical Institute

The EDT here developed a comprehensive program of Educational Development for Non-Traditional Students. The program was presented to the curriculum committee and approved. It was then approved by the General Faculty Senate. Classes were scheduled, rooms secured, and instructors assigned. From the foregoing, it can be seen that the plan had full institutional support. However, the program had to be dropped since sufficient students to allow program operation were not obtained. The writers talked with several people involved in recruitment in an attempt to discover reasons for failure. Apparently, the major problem was an acute shortage of unskilled labor in the area. Prospective students were more interested in immediate employment than in a lower stipend provided for attending a developmental program. The argument of greater reward in the future simply was not strong enough to off-set higher immediate monetary rewards. The above discussion is presented to show that, although Caldwell's EDT is classified Category One, it is more due to circumstances than to lack of support for the EDT or inaction of the EDT.

2. Central Carolina Technical Institute

This EDT plan was revised from the original one submitted in February, 1971. The revised plan (June, 1971) stresses instructional aspects as well as improved communication. The objectives of the revised plan are:

1. Increase the frequency of incidents in which students, faculty, administration and trustees engage in free and open discussion on various school related topics.
2. To reduce the attrition rate of all students.
3. To have measurable objectives written for each course and given to the students.
4. To increase the number of students who are taking individualized (packaged) courses.

Evaluation

Objective 1 has been partially implemented. Trustees have not yet been included in discussions. However, students have been added to all existing committees. It was decided not to expand committees but to enlarge existing committee structure by adding students. The primary topic considered to date was the grading system. Objective 2 was found to be most difficult to tackle.* No operational procedure has yet been developed that will allow for accurate measurement of attrition. Objectives 3 and 4 were accomplished. The number of students in individualized courses increased almost 100 per cent (106-209); and the number of courses individualized did increase 100 per cent (5 to 10 courses). In summary, all objectives were implemented and 50 per cent were accomplished. Central Carolina is classified Category Three.

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* This problem was found to be generally true across all EDT's. The real problem is "Just what is attrition?" Even the new state reporting system which established categories for students leaving programs is perceived as inadequate. Simply using leaving a program prior to completion as a base fails to accurately reflect those students who left for a job or because they felt they had achieved their goals.

3. Davidson County Community College

Many of the objectives of this EDT were accomplished in conjunction with a Self-Study for the Southern Association of Colleges and Schools. There are also two sets of objectives, one set of objectives which are general in nature and one set which pertain to Student Personnel Service functions. Information on the second set of objectives was augmented by information given in an interview with the Dean of Student Affairs. The following objectives were listed:

General Objectives

1. Disappearance of isolated groups (cliques).
2. Regular meetings held in which there is a free exchange of ideas and feelings.
3. Faculty of different divisions cooperating on specific projects.

4. Problems being attacked and corrected.

5. Problems identified and clearly stated.

6. Students actively involved in college affairs.

Student Personnel Objectives

7. Dean of Student Affairs will assess current relations between students, faculty and student personnel staff to determine the effectiveness of student personnel services including counseling.

8. Use of counselors as recruiters.

9. Develop positive support from area junior and senior high school counselors through the establishment of an advisory council.

10. Establishment of student recruiting teams utilizing college students in visitations to local junior and senior high schools in order to publicize programs offered at the college.

11. Use of local school counselors and other agencies in the area to establish contact with potential and actual "drop-outs" and those with no future plans with the hope of drawing them into an appropriate college program.

12. Implementation of an "applied Psych" course in order to allow students the opportunity to discuss their feelings and problems openly; out of this the development of "peer counseling groups."

13. Evaluation sessions with state personnel in order to get further suggestions for improvements that might be needed.

Evaluation

Objectives 1-6 have all been implemented. Objective 1 was defined as improved but not solved. Objective 2 was achieved through the establishment of a Student-Faculty-Administrative Forum with definite rules established for freedom of speech. The group meets once a month and has averaged about 40 people/session. It is felt that during the 1972-73 school year the numbers involved will increase. Objectives 3-6 have been accomplished largely in conjunction with the Self-Study and later recommendations of the accrediting team. Objective 7 was redefined and accomplished through a Comparative Guidance and Placement Program Student Questionnaire. This was given to freshmen and sophomores. The data was summarized and will be given to instructors and administrators this fall (1972). It is hoped it can serve as a base for needed changes. Objective 8 has been accomplished through school visits, attendance at high school and college career days and by providing information about the DCCC programs to high school and college counselors. Objective 9 has not been done. Objective 10 has been partially accomplished. No student teams as such have been formed. However, students are used as guides for visiting groups and faculty are used in outside recruiting visits along with counselors. Objective 11 has been accomplished. Objective 12 has not been accomplished as such, but an experimental group counseling session was established and received high response. Students also could achieve part of this objective through the earlier mentioned Forum. Objective 13 was accomplished.

In summary, all but one of the objectives were at least partially implemented. Eight of the objectives were accomplished as stated. Davidson is classified as Category Three.

4. Gaston College

Gaston's EDT plan focused entirely on the evening program. Information was obtained through interviews with the Dean of Instruction and Dean of Student Personnel. The objectives were:

1. Involve evening students in more of college life.
2. Successful completion of program of study.
3. Fewer complaints from evening students.

Evaluation

Objectives 1 and 3 were accomplished and objective 2 is under way, but cannot yet be evaluated since there has not been enough time to allow for comparisons of completion data. Students were involved through the establishment of an Advisory Committee made up of evening students and faculty. The faculty are full-time faculty -- the same ones who teach in the day program. The committee worked with a counselor and the Dean of Student Personnel.

The committee was representative of the three major program divisions (college parallel, technical, vocational). The committee met monthly. In a practical sense, it functioned as a separate student government body. It was believed necessary since the regular Student Government Association was almost 100 per cent day students. Both administrators felt the evening student governing body was far more effective than the regular SGA. As a result of the Advisory Committee's work, the newspaper established an evening reporter. Social events were planned which were more informal and appropriate for evening students. Most of these activities were designed so class groups could attend during breaks. It was noted that practically all committee requests were honored by the administration and that much better understanding between all involved was achieved. The committee was so successful that the procedure will be continued as a regular practice. In summary, all objectives were implemented and 67 per cent (2 of 3) accomplished. Gaston is classified Category Three.

5. Johnston County Technical Institute

The information for this EDT plan was obtained through interviews with two of the three EDT members. The objectives for the plan are:

1. To enroll more students, especially non-traditional students.
2. To reduce attrition of students, especially non-traditional students who are more likely to withdraw.
3. To increase number of students who experience success in satisfying course objectives.
4. To increase the flow of interpersonal communication of feelings between students and faculty members and thereby increase understanding and acceptance of students and their specific needs.
5. To increase the number of individual conferences voluntarily initiated by students.
6. To increase the number of informal conversations between students and instructors outside of class, in contrast to more formal individual conferences in the instructor's office.

Evaluation

Objective 1 was accomplished. This institution is rapidly growing -- 350 FTE in Fall of 1970 to an expected 1000 FTE in Fall of 1972. Several new courses and programs were added in 1971. These additions were in both day and evening programs. Objective 2 has been implemented through the addition of a counselor and a basketball team. It was believed that both additions tended to reduce attrition, but no data was available to support this belief. Objective 3 was partially accomplished through the addition of two new individualized courses -- Introduction to Business and Sociology. Student evaluations of these courses showed higher rates of completion than in traditional courses and students highly favored the approach. Objective 4 was accomplished through the establishment of a Student Government Association providing a channel for student needs -- Fall, 1971. Objectives 5 and 6 were assessed as improved, but not through any planned procedure. The two major actual steps taken were: (1) an experimental faculty evaluation by students -- not decided if this will be continued, and (2) a definite increase in and support for instructors wishing to individualize courses.

In summary, four objectives were implemented (67%) and one clearly accomplished with the other three that were implemented not clearly evaluated. Johnston is classified Category Two.

6. Lenoir Community College

This EDT plan is oriented more toward assessing problems or needs than toward improving same. The objectives listed are:

1. To identify subjects of interest to students.
2. To specify the concerns or problems students face.
3. To determine why students cut class, fail to complete assignments, avoid

taking part in class discussion, do not consult instructors about their learning problems.

4. To determine what learning techniques students find most effective and what specific characteristics of a learning situation are most conducive to student success.

5. To communicate the information described above to all faculty members.

Evaluation

Objective 1 was described by the team as "unbelievably vague." We assume this means the objective was dropped. Objective 2 was accomplished. Objective 3 was accomplished through giving a survey questionnaire to a representative sample of students. It was indicated that there were "many, many varied responses." Objective 4 was implemented. The team indicated that there was "general agreement that lecture and discussion is the most favorable and effective (approach)." No information is available to indicate how "general agreement" was achieved. Objective 5 was not done, but will be done in Summer, 1972. Three of the five objectives were accomplished. One was to be done in Summer, 1972. One was not done. Lenoir is classified as Category Two. This evaluation may, in reality, be too high if one was to consider operational change as a base. Yet, taking the objectives at face value, Category Two applies.

7. Rockingham Community College

The EDT plan from Rockingham is unique in one respect. It is based on a fully elaborated proposal for changing the remedial/development program over a three-year period. All the objectives listed are long-term. In this sense, one could not list any of the objectives as accomplished at the end of a one-year period. However, in terms of actual change proposed and begun, this plan is far more ambitious than most others received. The objectives are:

1. To chart and describe the life style of each individual student.
2. To diagnose, describe and prescribe approaches to the learning style of each individual student.
3. To diagnose, describe and prescribe approaches to the personality dynamics of each individual student.

Evaluation

All objectives have been implemented and partially achieved. A psychometrist, Dr. Kenneth Waugh from West Texas State University, was hired and is developing a model for a Diagnostic Clinic that will chart objectives 1-3. Rockingham is classified Category Two. In this case, the classification may be too low, but, taking the objectives at face value, must be so placed.

8. Southeastern Community College

This EDT plan had a single objective, "To individualize instruction by the use of the systems approach." The details of the plan were scant. Three activities to achieve the above were listed: (1) Workshop for selected instructors on accountability and behavioral objectives, (2) Departmental planning, and (3) Quarterly evaluation, follow-up and revision. This will be called plan one. A second more specific plan was directed at establishing, training, and implementing peer groups sponsored by the Student Personnel Service Office. This will be called plan two.

Evaluation

Plan one was described as implemented fully with the listed three activities being 90 per cent accomplished.

Plan two was described as having been about 80 per cent implemented through the establishment of a Learning through Encouragement, Action and Progress Program (LEAP). It was further indicated that "this program has not followed the precise form and schedule as outlined" in the plan, "but it has accomplished the same goals." A full evaluation will be conducted in the Summer of 1972. On the basis of this data from the team Southeastern is classified as Category Three. However, it should be noted that specifics are not available to support the general evaluations made by the team.

9. Surry Community College

Information on this plan was obtained through an interview with the Dean of Instruction, an EDT member. The major activity of the EDT here concerned objectives 5 and 6. A complete Developmental Studies Program was generated, approved and will become operational in the Fall Semester, 1972. The objectives of the EDT plan are:

1. That faculty and administration will know the names of the students.
2. Students to be involved in the learning situation.
3. Students, faculty and staff will be given the opportunity to discuss their attitudes and feelings openly and freely.
4. To develop an attitude of trust between students and faculty.
5. To foster constructive changes in the instructional program which would better suit the needs of non-traditional students.
6. Reduce the failures and drop-outs in the non-traditional group by meeting their needs.

Evaluation

All objectives have been implemented. Objective 1 was partially completed. It was indicated by the Dean that on a scale of one to five (five being high) he would rate objective 1 three-four. Objective 2 was accomplished by adding students to the Academic Council. Objective 3 was accomplished by adding students to all existing committees and informally by administrators encouraging greater student-faculty interaction and discussion. Objective 4 was assessed at a level of four on a five-point scale. The Dean felt this objective was a natural outgrowth of the first three objectives. No objective data was available on this point. Objective 5 was accomplished through the formal Developmental Studies Program. Objective 6 could not be fully evaluated until Spring, 1972 after the formal Developmental Studies Program had been in operation a year.

In summary, all objectives were implemented. Three of the objectives had been accomplished and two others almost accomplished (four on a scale of five). Surry is classified as Category Three. However, it just does meet the criteria for that category and could be categorized as two.

10. Wayne Community College

The objectives for Wayne Community College are:

1. Establish additional channels to provide the opportunities for improved communication.

2. Involve more disadvantaged students in Student Government.

3. Involve more students in interpersonal relationships with instructors, e.g.,

    a. Instructors spending more time with the students and in their office.

    b. Instructors becoming involved in student functions including S.G.A. Committees and attending student social functions.

    c. Instructors making more contact in the halls and other informal areas.

    d. Instructors displaying greater ability to call on students by name, in class and out.

    e. Instructors sharing with Department Chairman and administrators information from and reaction to interpersonal relations with students.

4. Involve more students in interpersonal relationships with administrators. (Supply criteria from #3 above.)

5. Develop faculty attitudinal changes toward the disadvantaged students.

6. To provide students the opportunity to become more responsible for informing and assisting present and potential students.

7. To inform the college community of the opportunities available through the college.

Evaluation

All objectives except objective 5 have been implemented. Objective 5 was dropped since it was contingent upon a Title III grant which was not awarded. All objectives were accomplished. In the case of Wayne, the evaluation format is changed for the following reasons. The EDT at Wayne was by far the most effective. It has been earlier noted that their team composition was closest to the ideal posited in the EDT rationale. Also, Wayne has been very actively involved with NLHE, as well as with the EDT project. The entire institution has been involved in changes. Many of these changes went beyond the scope of the EDT plan, but were implemented by the EDT members. Five major programs of change have occurred. First, a goals setting process was instituted in which students, faculty, administrators and citizens helped rate a set of institutional goals and priorities for same. The Board of Trustees endorsed the result and pledged its support of the priorities established. Further, the Board issued a statement of accountability for student learning. Secondly, all instructors were required to submit measurable program and course objectives which were given to students. A series of workshops were held to train faculty in individualizing instruction. As a result, instructors in all departments -- not all in any given department -- have begun to individualize courses. Third, students were given evaluation forms for each course and the results were discussed with instructors by the department heads in order to improve instruction. Fourth, a Student-Faculty Forum was established. This was a formal process chaired by the President of the Student Government Association and supported by the Dean of Instruction. Set departments were scheduled to attend these meetings on a rotating basis (four departments each session) and students could raise questions about instructional processes. Gradually these Forums have become accepted by the faculty and students and have greatly opened student-faculty interaction and understanding. Fifth, students (2nd year) were trained and used as Student Information Specialists (really adjuncts to the regular counselors). All of these things taken as a whole have brought about nearly total involvement of all personnel in the institution. There is presently little separation between students and faculty, faculty and administration, etc. Wayne is classified as Category Three.

11. Summary

The following table shows the classification of accomplishment for each EDT in terms of actual plan objectives.

TABLE III

CATEGORIES OF EDT PLAN ACCOMPLISHMENT

INSTITUTION	CATEGORY		
	Level 1	Level 2	Level 3
1. Caldwell Community College	x		
2. Central Carolina Technical Institute			x
3. Davidson Community College			x
4. Gaston Community College			x
5. Johnston Technical Institute		x	
6. Lenoir Community College		x	
7. Rockingham Community College		x	
8. Southeastern Community College			x
9. Surry Community College			x
10. Wayne Community College			x

D. Case Study of Seven Participating Institutions

The following table shows the seven institutions which participated in the case study and the number and type of participants from each institution. The following abbreviations are used throughout this section: (1) P = President, (2) D = Deans or divisional directors and administrative assistants, and (3) I = Department heads and Educational Development Officer.

TABLE IV

POSITION AND NUMBER OF CASE STUDY PARTICIPANTS

INSTITUTION	P	D	I	TOTAL
1. Caldwell Com. Col.	1	4	3^2	8
2. Davidson Com. Col.	1	4	3^2	8
3. Lenoir Com. Col.	1	9^1	2	12
4. Rockingham Com. College	1	6^1	2	9
5. Southeastern Com. College	1	6^1	2	9
6. Surry Com. Col.	1	5	2	8
7. Wayne Com. Col.	1	4^1	3^2	8

1 = includes Administrative Assistant

2 = includes EDO

Question One - What are your feelings about the concept of utilizing a cross-divisional planning team for program development?

Statements obtained here were all clearly in favor of or not in favor of the concept, so a simple yes-no dichotomy was used as the overall grouping for responses. Table V presents the summary data:

TABLE V

	YES	NO
P	7	0
D	37	1
I	17	0

The cross-divisional planning team was strongly supported by 98 per cent of the respondents.

Question Two - Who do you feel should be on such a team for maximum possible effect at your institution? Why?

Statements obtained here were much more difficult to classify. The one logical categorization scheme seemed to be a continuum ranging from total representation of all subgroups involved with the college to more limited representation. No respondent suggested limiting the representation to one single subgroup. Student representation or lack of same was the most apparent dividing point among the respondents. Four categories were established as follows:

I - Cross section of everyone represented on campus.

II - Cross section of everyone represented on campus except students.

III - No students and less than full representation of other major subgroups, i.e., no student personnel representatives, or no instructors, or any combination of subgroups excluded.

IV - Other - specific person such as instructional expert added to present team rather than representatives from existing subgroups; or impossible to classify into above.

A fifth category (no response) was added.

TABLE VI

SUMMARY DATA - QUESTION TWO

	I	II	III	IV	V
P	3	3	0	0	1
D	15	14	5	3	1
I	8	7	1	1	-

Wide representation was favored by all institutions and basic subgroups in the study. However, student representation was the major issue with the total group dividing nearly equally for and against. Deans were less apt to favor student representation than presidents or department heads. There was little apparent relationship between success of EDT plans and the ways administrators answered the question.

Question Three - What type of functions or tasks do you feel should be assigned to a team, assuming it existed as you have just put it together? (As answered in #2)

A continuum of functions ranging from broad, all-encompassing functions to much more specific functions was established and the following five categories were used:

I. Overall institutional planning -- team would be involved in a full range of activities with special emphasis on institutional goals and purposes.

II. Communications problems -- this would be quite general in that such problems would generally involve all groups represented in the institution.

III. Analysis of and planning for curriculum or program areas -- this would be general but a step below institutional goals and purposes.

IV. Analysis of and planning for instructional improvement -- this would involve cognitive and affective training. It could be general but could also be directed at a single group or department of instructors.

V. Other -- single response statements that would not logically fit in the other four groups and those who did not feel an EDT was needed to augment other committees.

TABLE VII

SUMMARY DATA - QUESTION THREE

	I	II	III	IV	V	NO RESPONSE
P	5	1	1	1	0	0
D	15	2	12	7	5	2
I	5	3	9	7	0	0

Most of the group (85%) saw functions for such a team clustering around three areas, overall institutional planning, selected curriculum or program area planning, or instructional planning. Looking at the three basic subgroups, a clear trend emerged in regard to overall vs. more specific function, with presidents most strongly in favor of an overall function (75%), deans next (42%), and department heads last (33%). The converse of this also followed -- more specific planning categories (III-V) were rated highest by department heads (67%), next by deans (58%) and last by presidents (25%). Only one institution, Lenoir, gave a low rating to functions of an EDT. Compared with actual content of EDT plans, functional priorities expressed reflected the orientation of the plans except for Southeastern whose plan was strongly oriented toward instruction while administrator responses to functions were mixed.

Question Four - Where should such a team be placed in your organizational structure?

A continuum based on the relative position of the person to whom the team should respond is used to group the responses. In only two cases was line authority suggested. Consequently, the assumption that the team would have staff or advisory roles is made at all levels established by the categories. The categories are:

I. Committee reporting to and located on presidential level -- highest organizational level.

II. Committee reporting to a dean, generally the Dean of Instruction -- second organizational level.

III. Permanent advisory committee, no set reporting level, but assumed to be on first or second level.

IV. Sub-committee to an existing standing committee or an *ad hoc* committee -- probably a third level since it would be subordinate to a committee as in #3 above.

V. No set place.

VI. No comment, don't know, or do not need another team or committee.

TABLE VIII

SUMMARY DATA - QUESTION FOUR

	I	II	III	IV	V	VI	NO RESPONSE
P	0	1	2	1	0	1	2
D	8	6	5	6	7	4	1
I	4	3	3	4	1	1	1

Placement of the EDT was widely varied. It was, however, clearly noted by 95 per cent of those responding (57) that the team should be given a staff or advisory role regardless of the level placed in the organizational hierarchy.

Question Five - Do you feel that your present EDT has been useful? Why?

This question requires two separate analyses. First, was or was not the team seen as useful? Secondly, the reasons for or against the team must be reviewed. A tabulation of responses viewing the team as useful, not useful or unaware of the team is presented in the following table.

TABLE IX

SUMMARY DATA - QUESTION FIVE

	YES	NO	NOT AWARE
P	5	1	1
D	19	4	13
I	7	1	10

In the final section of question five data are presented the reasons given by those 37 respondents who viewed the EDT as positive or negative without a probe question. The following categories will be used:

I. Team seen as useful in a general way -- helped to make people aware of problem areas.

II. Team seen as useful in assisting a specific program or fostering a specific instructional change.

III. Team seen as useful but no reason given

IV. Team served no real purpose and not generally known, or no reason given

V. Other

TABLE X

SUMMARY PROBE DATA - QUESTION FIVE

	I	II	III	IV	V
P	1	1	3	1	0
D	6	3	10	4	0
I	3	1	2	1	1

The majority of those responding saw the EDT as useful (84%). However, 39 per cent of the total group were unaware there was an EDT at their institution. This certainly points out the need for more effective initial publicity for and later validation of such a team. Again a clear trend emerged in terms of EDT awareness among the three basic subgroups, presidents (86%), deans (64%), department heads (44%). This drop in EDT awareness seems to be consistent with the earlier noted need for wider EDT membership which hopefully would improve the apparent lack of communication expressed here. The group who was aware of the EDT split about evenly on the reasons for team usefulness -- half said generally or specifically useful and half said useful but gave no reason. There was clear agreement in the reasons given by those who felt the team was not useful.

This group felt it was due to a general lack of understanding within a given institution as to the purposes of the team.

Question Six - What recommendations would you make to improve your present EDT's operation?

The responses cluster about four general areas. A total of 18 administrators did not respond to this question; most of this group were the deans (12). The categories established are as follows:

I. Enlarge the team so that it could expand its activities.

II. Find ways to give greater support to the team -- particularly in terms of money or released time for team members.

III. Consider ways to more effectively validate the team -- gain support for its activities internally and externally.

IV. Would suggest no changes.

V. Not possible to categorize into above categories.

TABLE XI

SUMMARY DATA - QUESTION SIX

	I	II	III	IV	V	NO RESPONSE
P	3	1	0	0	1	2
D	8	2	8	7	1	12
I	1	1	3	7	1	4

Approximately half of the respondents had no recommendations for improvement of the EDT. Those who did make recommendations felt enlarging the team and better supporting and/or validating a given team were the primary needs. When responses for individual institutions were examined, it was noted that two institutions accounted for 72% of those not responding.

Section 3 - Conclusions and Discussion of a Revised EDT Model

Conclusions and Recommendations

I. Introduction

Two concepts have been developed in this study. First, a cross-divisional training rationale was advocated. Training was developed and presented in a series of three workshops, each concentrating on one general aspect believed necessary for effective remedial/developmental program planning -- attitudinal training, support services training, and instructional training. Support for such a training rationale was evaluated by assessing the cross-divisional composition of the teams attending, the cross-divisional nature of their final plans, and individual team member evaluations submitted after each training session.

Secondly, a team approach to planning for educational development was advocated. A model for a three person educational development team was suggested. The effectiveness of the educational development team model was assessed by reviewing accomplishments of the respective teams in achieving their final plan objectives and through a case study of 62 administrators in seven participating institutions.

In this section, conclusions derived from the discussion of the data will be presented and a revised Educational Development Team model will be suggested.

II. Conclusions

A. Cross-Divisional Training Rationale

1. The evaluations of the individual training sessions showed that the first session (attitudinal issues) and the third session (instructional issues) were rated highly positive. The second session (support services issues) was negatively rated. Implementation of the cross-divisional training rationale was partially successful with major revisions required in the support services segment.

2. A content analysis of the final plans submitted after the final training session and allowing for modifications in these plans prior to actual implementation showed that 90 per cent of the plans submitted (10 of 14 received) did incorporate attitudinal and instructional objectives. Only 50 per cent of the plans submitted included support

service objectives. Workshop evaluations and actual plan objectives are consistent, both showing strong support for sessions one and three and poor support for session two.

3. Hypothesis Two - EDT's with full cross-divisional representation (all three areas) will be most likely to incorporate all three areas into their final plans.

This hypothesis was not supported by the present data. Only 50 per cent of the teams with full cross-divisional representation also reflected all three areas in their final plans. There appeared to be little relationship between cross-divisional representation on teams and cross-divisional plan content. There was a relationship between full teams (3 members) versus partial teams (2 or less members) and actually submitting a final plan. Only two of the six partial teams submitted a final plan, while all full teams did submit a final plan. Where institutions sent only partial teams, there was less likelihood that the team would produce a plan.

3. Hypothesis One - Those teams having all three divisions represented and having members with major decision-making responsibilities will be most likely to achieve the objectives of their plans.

This hypothesis was partially supported. As noted above, cross-divisional representation had little relationship to plan content or accomplishment. However, those six teams who had greatest plan accomplishment had markedly greater average decision-making levels than those teams with lesser plan accomplishments (4.3 as opposed to 7.9 with a lower score representing greater decision-making levels).

Summary

Evaluating the impact of the cross-divisional training rationale was confounded in part due to the weakness of the support services training session. However, it is clear that full teams were more successful than partial teams, and that the presence of higher level decision-makers on a given team improves its chance of successful plan accomplishment.

B. Educational Development Team Model

5. Hypothesis Three - Administrators in participating schools interviewed will find a team change agent strategy for educational development viable.

This hypothesis was supported by 61 of 62 interviewed (98%).

6. No respondent favored team representation limited to a single subgroup within a given institution. The major issue in team representation was whether or not students should be included. All groups interviewed divided about evenly on this point. Successful plan accomplishment appears to have no relationship to the inclusion of students on a team.

7. Though those persons in the highest decision-making positions tended to ascribe more generalized functions to teams, the extent to which any given team expands its functions to include overall institutional planning will probably depend upon the orientation of the president and his key deans.

8. No set level within a given institutional organizational hierarchy was generally favored. However, 96 per cent of the respondents felt such a team, even though it had line members, should function in a staff capacity.

9. The fact that 36 per cent of the deans and department heads were unaware of the team until asked a probe question suggests that greater emphasis should have been given to the initial introduction of the team and its purposes.

10. Increased efforts need to be given to assisting the teams in gaining credibility once the formal training is ended -- validation of the respective teams is necessary if they are to achieve their objectives. Teams achieving the greatest plan implementation were also rated as useful by most of their administrators. Teams achieving little success in plan implementation were generally not known to their administrators.

Summary

The EDT model in general was rated favorably by most administrators. The cross-divisional team membership feature was fully supported as was the idea of using the trained team as a nucleus around which other members could be added as perceived necessary. Leaving the actual team functions and placement at a given institution open to allow for specific selection of content and problems in the respective institutions seems to be realistic. However, the initial contacts with participating institutions were too limited, causing later problems for teams in generating support for their plans. Follow-up support from the project staff also was inadequate. The process of helping teams become validated upon return to their respective institutions was left entirely up to the teams. This process is apparently considerably more complex and difficult than was anticipated, resulting in decreased effectiveness of several teams. Three of the institutions who failed to submit a plan might well have, had they received more immediate outside support. Though this idea cannot be supported objectively, the fact that extensive support by the writers to one institution made it possible to reconstitute an inactive team (Central Piedmont Community College) suggests that the same approach with the other inactive teams might have produced similar results.

III. Recommendations for a Revised EDT Model

The following revised EDT model is based on the data obtained and experiences of the writers during the project and on a series of six papers presented by faculty members at Northwestern University who are specialists in organizational behavior, the diffusion of innovations, and education. The papers were presented at the Annual Meeting of the American Educational Research Association, Symposium 26.3, Change Process in Education: Some Functional and Structural Implications, April 7, 1972. Since these papers were done independently of the EDT project and largely supported the conclusions of this project, they are of particular importance to the presentation of a revised team model for educational change.

A. Introduction of a Change Agent Strategy

It was noted in the Conclusions that project staff probably placed too much emphasis on the training to be given teams and not enough emphasis on the purposes of the team and its selection within a given institution. It was also noted earlier that the lack of baseline data from participating institutions later severely limited final project evaluations of teams. The importance of these two aspects of planning for a change team strategy are discussed in the Northwestern papers.

Radnor and Coughlan note that there are two requirements for affecting administrative change: (1) "providing program participants with specific training for their change agent roles, and (2) concentrating on the school systems from which they come, to develop the support and receptivity for the new perspectives that change agents bring into the system." [1] (emphasis supplied).

Coughlan and Zaltman note that the work of a change agent team has two dimensions: (1) "planning for and managing specific changes which systems might need or desire," and (2) "assisting in facilitating and perpetuating a climate in which change and innovation might flourish as a natural feature of systems operation." [2]

Finally, Robert Duncan notes that "one of the first tasks a change agent faces is to establish a relationship with the change target or client system...[and that] the client system has to acknowledge him and view him [or them] as legitimate in the change agent role." [3]

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[1] Michael Radnor and Robert Coughlan, "A Training and Development Program for Administrative Change in School Systems," [paper presented at Symposium 26.3, Change Process in Education: Some Functional and Structural Implications] Chicago: American Educational Research Association, April 7, 1972, p. 3.

[2] Robert J. Coughlan and Gerald Zaltman, "Implementing the Change Team Concept," [paper presented at Symposium 26.3, Change Process in Education: Some Functional and Structural Implications] Chicago: American Educational Research Association, April 7, 1972, p. 4.

These comments suggest that the general functions of change agent teams should have been more clearly elaborated at the start. Rather than directing all preliminary explanations to the presidents and leaving the final choice up to them, short one-day or half-day on-site visits could have been scheduled to assure that all major administrators were aware of the potential scope of EDT functions both in terms of specific change needs and more the general problems involved in creating a climate for change. Hopefully, such an introduction would focus the thinking of administrators in a potential participating institution on the possible functions of a change agent team.

B. Selection of Representatives for a Change Agent Team

Earlier, the size of a change agent team was discussed, and the reasons for a three-man team used in this project were given. The case study data supported the cross-divisional nature of a change agent team and suggested the need for enlarging team membership. The actual number on a given team should be variable so long as the team remains small enough to be workable. In this section, the nature of membership, rather than size of the team, is the primary concern.

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[3] Robert B. Duncan, "Criteria for Type of Change-Agent in Changing Educational Organizations," [paper presented at Symposium 26.3, Change Process in Education: Some Functional and Structural Implications] Chicago: American Educational Research Association, April 7, 1972, p. 2.

Coughlan and Zaltman note:

> No sound case can be made for the inherent superiority of any one team approach over others except as it better meets the demands of the total situation, of the people involved, their functioning as members of a group, and the formal organization and societal environment in which they operate.[4]

This certainly brings into question the advisability of positing definite positional representation, i.e., Dean of Instruction or Dean of Student Personnel Services. It may even be advisable not to posit set program areas for representation as was the case in this EDT project.

There is strong support for an interdisciplinary team approach if actual area or program representation is left open. Radnor and Coughlan further state that:

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[4] Robert J. Coughlan and Gerald Zaltman, op. cit., p. 1.

> Working together from this interdisciplinary and varied role base, the team would be in the position to pool insights, skills, and resources leading to the attainment of a 'critical mass' in thinking and action from which leverage could be developed in effecting constructive planned innovation. [5]

The key points in the above quote are: (1) attainment of a "critical mass," (2) leverage, and (3) effecting constructive planned innovation. If the initial introduction of a change agent team strategy for constructive planned innovation succeeded in directing administrators' thinking toward possible team functions, one could then build a case for the selecting of team members who would: (1) be most directly involved in those general functioning areas selected and (2) be critical later in terms of their formal and/or informal leverage.

Summary

Step one should open communication among administrators and generate at least minimal agreement on the purposes of and general functions for a change agent team. If such agreement could not be achieved, there would be little likelihood that sufficient support could be generated for change agent team success at that time. Step two would be a natural outgrowth of step one. Once administrators accepted the concept of a change agent team and defined desired general functions, they could more reasonably be expected to select personnel who would later have the needed leverage in the desired change areas.

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[5] Michael Radnor and Robert J. Coughlan, op. cit., p. 12.

C. Determination of Changes to be Attempted

Here again the present EDT model was shown to be weak. No initial needs survey or evaluation of participating institutions was possible, consequently later pre and post assessments of EDT impact was not possible. Even recognizing this limitation, training of EDT's should have included a needs assessment of their respective institution. If the EDT Model suggested here were to be generalized beyond just remedial/developmental programs, such an initial team determination of needs would be even more critical to assure that changes posited were, in fact, consistent with institutional needs.

Robert Duncan discusses the overall role and operation of a change agent(s) and views the process as a six step operation. His general assessment clearly shows a team to be superior to a single change agent strategy.[6]

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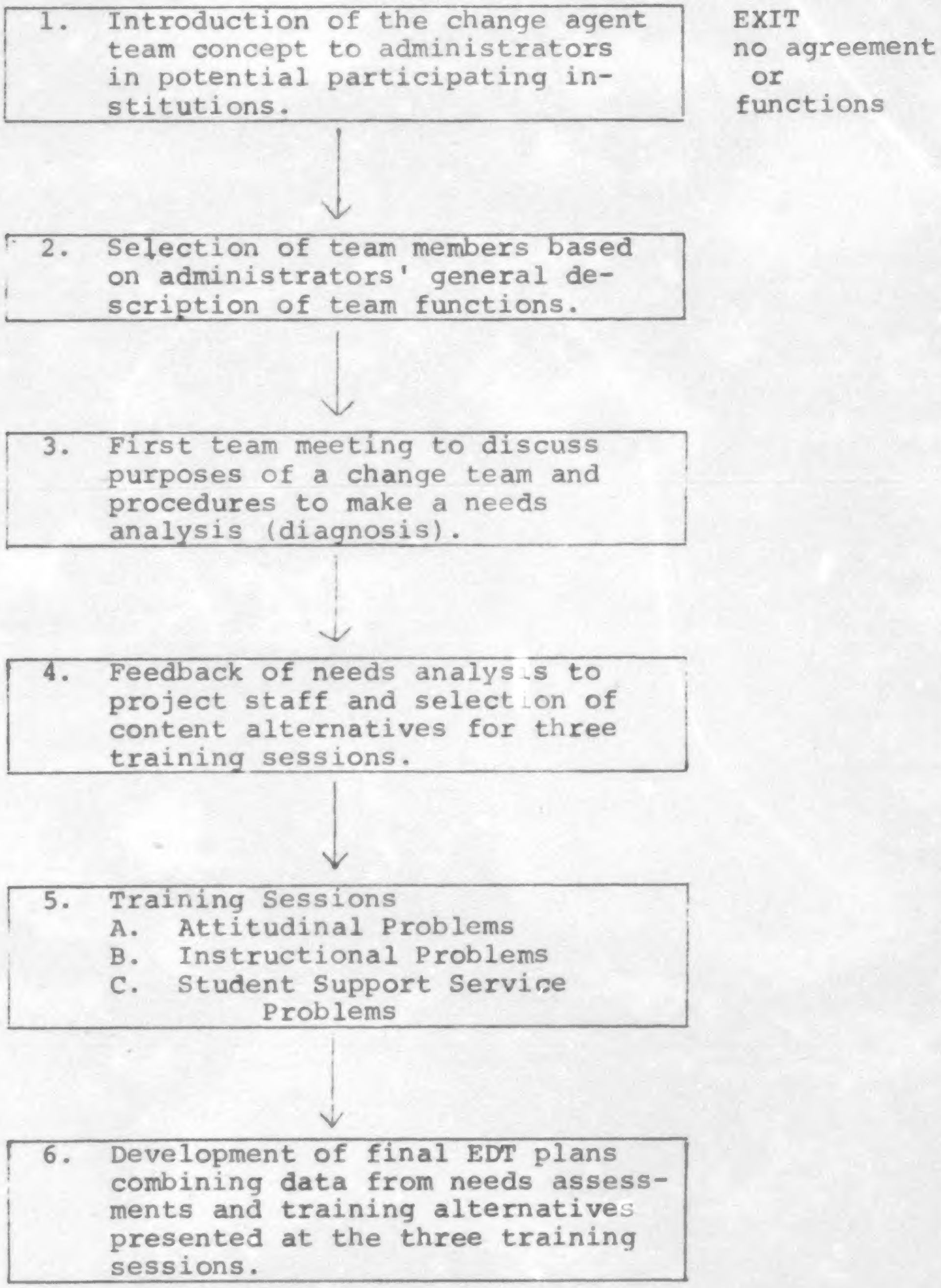
[6] Robert B. Duncan, _op_. _cit_., p. 11.

The second step in his formulation had direct implications for this section. If the value of an interdisciplinary team for effecting planned changes is to be fully realized, a rather complete diagnosis of potential problem areas should be made. Two outcomes should result from such a diagnosis. First, the extent of existing problems and/or needs would be clarified as well as the potential difficulties associated with implementing possible changes. Secondly, the needs assessment itself would provide valuable baseline data against which projected change activities could be assessed or modified. Also, the importance of built-in evaluation procedures to monitor later selected changes would be reinforced.

Once teams had been selected, the first training session should have concentrated on the functions and purposes of an EDT, which was done to an extent. In addition, procedures for conducting a diagnosis of potential needs and/or problems should have been considered. Such a process would appear to have the following advantages: (1) it would provide teams with data necessary for selecting later plan objectives, (2) it would assist the team in selecting the best implementation strategy for a given objective, (3) it would signal the need for and importance of built-in evaluating procedures to assess both formative and summary team progress in plan implementation, (4) it would provide data upon which training alternatives could be selected and/or modified to better assist EDT's in meeting problems or needs as suggested by the diagnosis of respective EDT's and (5) it would provide data against which the training rationale and EDT model could be assessed.

A more immediate implication of such a procedure would be that actual selection of content for training sessions would be delayed. The cross-divisional nature of the training rationale could still apply. However, the specific selection of presented alternatives within each training session would depend upon the results of the respective needs assessments. The revised training rationale might look like this:



1. Introduction of the change agent team concept to administrators in potential participating institutions.

EXIT
no agreement
or
functions

2. Selection of team members based on administrators' general description of team functions.

3. First team meeting to discuss purposes of a change team and procedures to make a needs analysis (diagnosis).

4. Feedback of needs analysis to project staff and selection of content alternatives for three training sessions.

5. Training Sessions
    A. Attitudinal Problems
    B. Instructional Problems
    C. Student Support Service Problems

6. Development of final EDT plans combining data from needs assessments and training alternatives presented at the three training sessions.

D. Support of EDT Plans

The above procedure would cover the first phase of the EDT model -- selection through the development of a planned change program. The second phase of the model would be concerned with assisting the respective teams in validating themselves and actually implementing their plans.

At least part of the validation process would have been achieved by virtue of gaining initial administrative support for a change agent team strategy and through the needs analysis, provided the actual team objectives were clearly related to perceived needs and not arbitrarily selected. Periodic visits by the project staff would be made to assist the teams in gaining support for their plans.

The actual activities and frequency of contacts with individual EDT's cannot be forecast due to the disparate nature of (1) EDT plans, (2) EDT support at respective institutions, (3) decision-making power and activity levels of EDT's, and (4) the overall receptivity of institutional personnel toward changes being sought. However, follow-up site visits by project staff would be tied to EDT requests for assistance. This is very similar to what was actually done during this phase in the current EDT project. The differences are: (1) validation had not been previously begun in a systematic fashion, and (2) EDT's were not asked to relate requests for project staff assistance to specific implementation needs or plan objectives. Consequently, assistance rendered was at times rather haphazard and not necessarily related to plan objectives making final evaluation most tenuous. By relating outside assistance (intervention) to specific EDT plan objectives, some measure of the effectiveness of a given intervention could be made.

E. Final Project Evaluation

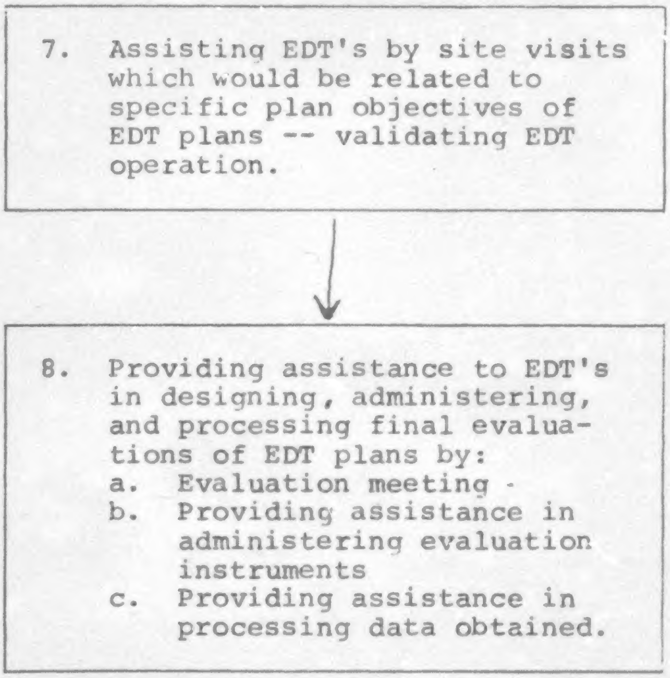
In the current project, evaluation was entirely _post hoc_ due to the absence of baseline data. Also, evaluation was restricted to process evaluation with no formal concern given to general climate for change aspects (attitudinal impacts).

In the revised EDT model there would have been an initial meeting (step 3) in which evaluation needs for project control and evaluation as well as individual EDT diagnosis procedures would have been presented. Each EDT would be asked to administer an Attitude Survey Instrument which would be given to faculty and administrators in participating institutions. A student attitude instrument might also be included. The precise instruments selected is not the main point here. The point is that some standard measures -- some instrument used by all teams -- of existing attitudes toward change should be obtained to allow for later general climate impact of EDT work.

A final EDT meeting would be held two or three months prior to the final evaluation of EDT plans. The standard measures given during the diagnosis phase would be readministered in the final evaluation. In addition, each EDT would be asked to develop an evaluation plan. Actually, plans should have had evaluative criteria built into them so the EDT should be able to abstract evaluation procedures relatively easily. Each evaluation plan would be reviewed by the project staff to assure that all objectives were considered in the evaluation plan. General techniques of evaluation would be presented to the total group and the relationship of project staff to individual EDT's discussed. The project staff should be able to offer assistance to EDT's in making the final evaluations. In the current project, a case study was used. A similar effort could be used in the revised model with all EDT's removing the cost for such a process from participating institutions. Also, evaluation data received could be processed by the project staff to remove some time and cost restraints which individual EDT's might encounter.

In summary, the role of the project staff during the final evaluation phase would be to provide content assistance to EDT's and assure the completeness of respective EDT evaluation plans. Some standard measures would be given by all EDT's. Secondly, the project staff would provide technical assistance as needed for conducting evaluations and for processing the data obtained.

The final two components in the revised EDT model would be:



7. Assisting EDT's by site visits which would be related to specific plan objectives of EDT plans -- validating EDT operation.

8. Providing assistance to EDT's in designing, administering, and processing final evaluations of EDT plans by:
   a. Evaluation meeting
   b. Providing assistance in administering evaluation instruments
   c. Providing assistance in processing data obtained.

TABLE XII

ANALYSIS OF CHANGE AGENT DIMENSIONS
OF SPECIFICATION AND CHANGE AGENT TASKS

TASKS OF THE CHANGE AGENT	CHANGE AGENT DIMENSIONS					
	Internal Change Agent vs.	External Change Agent	Single Change Agent vs.	Change Agent Team	Homophilous Change Agent vs.	Heterophilous Change Agent
I. Establishment of a Relationship						
A. Acknowledgement viewed as legitimate	-	+	-	+	-	+
B. Sharing of expectations						
1. Change agent view and methods of operation	-	+	N/D	N/D	-	+
2. Client system expectations	-	+	N/D	N/D	-	+
C. Sanction power base of change agent	-	+	-	+	N/D	N/D
II. Diagnosis						
A. Understanding what problem change issue is	N/D	N/D	-	+	+	-
B. Independent data collection						
1. Change issue	-	+	-	+	+	-
2. Need for change	-	+	-	+	+	-
3. Openness to change	-	+	-	+	+	-
4. Resources available to change	N/D	N/D	-	+	+	-
5. Commitment to change	-	+	-	+	+	-
C. Methods that can be used in diagnosis						
1. Observation	+	-	-	+	+	-
2. Interview	-	+	-	+	+	-
3. Collect questionnaire data	N/D	N/D	-	+	N/D	N/D
III. Select Correct Helping Role						
A. Feedback of diagnosis	-	+	-	+	+	-
B. Playing different helping roles						
1. Expert	-	+	-	+	+	-
2. Catalyst role	N/D	N/D	-	+	+	-
3. Process consultant	-	+	-	+	+	-
IV. Determining Change Objectives						
A. Nature, scope, involvement	N/D	N/D	-	+	+	-
V. Dealing with Resistance						
A. Identifying sources	+	-	-	+	+	-
B. Understanding clients' perception	+	-	-	+	+	-
C. Anticipate sources of resistance	+	-	-	+	+	-
D. Identify long run benefits	N/D	N/D	-	+	+	-
VI. Maintenance of Change						
A. Institutionalizing change	N/D	N/D	-	+	+	-
B. Internal support	+	-	-	+	+	-

APPENDIX A

Annotated Bibliography of Documents Produced Pursuant to Grant

(All on file with OEO, OPD, Washington, D.C.)

1. Proposal to the United States Office of Economic Opportunity for Comprehensive Planning and Staff Training for Community College Personnel (State & Local Level) for the State of North Carolina, May 12, 1970.

2. Bimonthly Progress Reports to the United States Office of Economic Opportunity for Comprehensive Planning and Staff Training for Community College Personnel (State & Local Level) for the State of North Carolina.

    Progress Report One, August 30, 1970
    Progress Report Two, October 30, 1970
    Progress Report Three, December 30, 1970

3. Proposal to the United States Office of Economic Opportunity for Continuation to Phase III With Limited Funding of Comprehensive Planning and Staff Training for Community College Personnel (State & Local Level) for the State of North Carolina, March 26, 1971.

    Progress Report Four, April 1, 1971
    Progress Report Five, July 1, 1971
    Progress Report Six, September 30, 1971
    Progress Report Seven, November 30, 1971
    Progress Report Eight, January 31, 1972
    Progress Report Nine, March 31, 1972

4. Institutional Support Package, United States Office of Economic Opportunity for Comprehensive Planning and Staff Training for Community College Personnel (State & Local Level) for the State of North Carolina, June 15, 1971.

5. Educational Development Teams: A Force for Change, A First Year Report to the Office of Economic Opportunity, July, 1971.

APPENDIX B

FINAL EDT PLANS SUBMITTED BY CONSORTIUM SCHOOLS

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Tony Ray Deal
Samuel D. Wyke

EDUCATIONAL DEVELOPMENT FOR THE NON-TRADITIONAL STUDENT

I. Problem: Fear of failure and/or a low self-concept results in a small percentage of enrollment and a high percentage of attrition among the non-traditional (high-risk) students.
Rationale: An institutional commitment to better serve the non-traditional student must directly attack the "failure image" which is deeply entrenched in attitudes and educational structure. This fear of failure (low risk-taking behavior) is a result of past social, personal, and educational experiences, and is to some degree perpetuated in the community college system.

The purpose of this project is to institute a pilot program designed to change the attitude of the non-traditional student, the instructor, and the administration and to create an educational milieu for success through educational innovations. A "success-oriented" approach, using positive reinforcement and eliminating many failures, will hopefully motivate the student to strive for success academically and socially.

II. Target groups: The target groups for this project will consist of the following:

(1) Non-traditional Student
(2) Faculty
(3) Administration

Rationale for target groups:

(1) Non-traditional student -- The failure concept continues to be a strong operating force affecting the student's risk-taking behavior, goals, and academic success.

(2) Faculty -- Many faculty feel that the non-traditional student is academically weak and that some failures are to be anticipated. These two attitudes could produce student failure.

(3) Administration -- Administrators must be committed to alleviating the educational deficiencies of the non-traditional student.

III. Goals and Objectives

The end product of this pilot program is to increase the enrollment and retention of the non-traditional student. This project is based on the premise that fear of failure directly contributes to the low percentage of enrollment and retention of the non-traditional student. Therefore, the following behavioral objectives concerning attitudes and the following administrative objectives concerning school structures should be formulated.

A. Objectives of the Non-Traditional Student

1. To increase self-confidence as measured by the Tennessee Self-Concept Scale.
2. To increase student participation in class discussions.
3. To increase student conferences with instructors.
4. To increase class attendance.
5. To increase involvement in student activities and elections.
6. To increase student involvement in recruiting and public relations.
7. To decrease students' changing from one curriculum to another.
8. To achieve maximum completion of programs attempted.

B. Objectives of Faculty

1. To increase faculty awareness of the non-traditional student.

2. To increase the number of faculty-student conferences.

3. To investigate and consider the use of the systems approach to teaching.

4. To increase the number of successful completions of courses without reducing requirements.

5. To consider the use of peer group counseling.

C. Objectives of Administration

1. To accept this pilot program as a project for this institution.

2. To provide the necessary administrative support for this program.

3. To eliminate failing grades of subjects in pilot program. Grading system of A, B, C, and I (Incomplete).

4. To create a policy allowing those in the program who are on work-study to participate in work activities which are academically and socially growth producing.

5. To consider the use of peer group counseling.

IV. Procedures: Procedure will be divided into two phases: (A) Pre-program and (B) Program.

A. Pre-program -- The Pre-program phase consists of: (1) presenting program to Instructional Committee for their consideration, (2) selecting the participants and staff, and (3) providing presentation session for those involved in this program.

1. Instructional Committee Disposition -- Following approval of this program, appropriate administrative procedure will be initiated, including the selection of faculty members. Working within guidelines of procedures established by administration, the Educational Development Team will be responsible for the implementation of the program under the Department of Continuing Education. The team will consist of the Advancement Laboratory Coordinator, an individual designated by the Dean of Student Affairs, and an individual designated by the Dean of Occupational and Transfer Education.

2. Selection of Participants -- Student personnel will select those students who are defined as non-traditional and recommend their enrollment in this program. Criteria to be used are past academic record, social-economic status, length of time lost attempting academic work, entrance exams, and current placement test scores.

3. Presentation Session for Faculty Involved in Program -- This program will be presented first to those directly involved with its implementation, and then to the entire faculty and administrative staff of the institution. This presentation will ensue during teacher-orientation or some similar function.

B. Program -- The program will be designed to effect the improvement of participating students in two areas: (1) educational (academic) improvement, and (2) personal, psycho-social development.

1. Academic Improvement -- A complete full-time program consisting of those courses listed in the course curriculum will be offered. Each class will use classroom instruction and individualized studies. Each course

will begin at that level which will most probably insure success. The quarter hours of credit earned for each course in this program are for institutional credit only and, as such, cannot be applied toward the diploma or degree. This credit will be considered only for the purpose of scheduling classes and computing charges.

2. Personal, Psycho-Social Development -- This section of the program will hopefully improve the self-concept of the students involved and make them feel more like "risking" academically.

V. Time Sequence: Pending acceptance of this proposal, the selection of the participants will take place during the summer of 1971. The pre-program presentation will be held during the orientation week before the beginning of the fall quarter. The program will begin with fall quarter and proceed through that academic year, or until all participants have met requirements for entry into the general curriculum courses.

VI. Evaluation: Pre-test and post-test will be administered to measure changes where possible. Follow-up on future academic and social success of participants will continue until student has reached his educational goal at this institution or has withdrawn.

EDUCATIONAL DEVELOPMENT CURRICULUM FOR THE NON-TRADITIONAL STUDENT

Fall Quarter		Class	Lab	Credit
ENG 090	Reading	2	2	3
MAT 088	Basic Math	2	3	3
GUI 090	Orientation	1	0	1
PSY 090	Personal Development	3	0	3
IST 090	Independent Study	3	0	3
Winter Quarter				
ENG 091	Grammar and Composition	2	2	3
MAT 089	Basic Math	2	3	3
PSY 091	Family Interaction	3	0	3
IST 091	Independent Study	3	0	3
IV 090	Introduction to Vocations	2	0	2
Spring Quarter				
ENG 092	Speaking and Listening	2	2	3
MAT 090	Developmental Mathematics	2	3	3
PSY 092	Society Interaction	3	0	3
IST 092	Independent Study	3	0	3
Elective	(Credit or non-credit)	3	0	3

DAVIDSON COUNTY COMMUNITY COLLEGE

Dr. W. G. Sink
Mrs. Nancy Hughes
Mr. Sandy Carr

Purpose

The objective of this proposal is to improve intra-institutional communications which would strengthen and broaden current programs in the areas of recruitment and counseling of students at Davidson County Community College.

Plan

The initial phase of this plan calls for a meeting with the Dean of Student Affairs, college counselors, state community college officials, Associate Deans (Vocational-Technical, Adult Education, Academic Education) and the Dean of Instruction in order to review present recruitment and counseling procedures and to present proposals recommended by the college Educational Development Team. These recommendations are as follows:

I.

A. Dean of Student Affairs will reassess current relations between advisors and students in order to determine effectiveness of current counseling methods.

B. Use of counselors as recruiters.

C. Develop positive support from area junior and senior high school counselors through the establishment of an advisory council.

D. Establishment of student recruiting teams utilizing college students in visitations to local junior and senior high schools in order to publicize programs offered at the college.

E. Use of local school counselors and other agencies in the area to establish contact with potential and actual "drop-outs" and those with no future plans with the hope of drawing them into an appropriate college program.

F. Implementation of an "Applied Psych" course in order to allow students the opportunity to discuss their feelings and problems openly -- out of this, the development of "peer counseling groups."

G. Evaluation sessions with state personnel in order to get further suggestions for improvements that might be made in admissions procedures for students and the channeling of those students with deficiencies into a comprehensive developmental studies program.

H. To impress upon faculty members the need for each to play the vital role as a "recruiter."

II. To examine present functions of the public relations department in order to ascertain whether improvement or expansion of such services is needed in order that the college role in the community is better presented.

CENTRAL CAROLINA TECHNICAL INSTITUTE

Avron Upchurch - DOE
Jim Foster - EDO
Joan Bowling - guided studies instructor
Sue Cummings - student

Problem

There exists at CCTI a need to increase the overall communication on a free flow, two-way basis among students, faculty, administration and trustees. The students feel that all the instructors do not fully understand their problems from an individual viewpoint. Some students feel that their individual needs should have more consideration.

Target Group

Multi-level group consisting of students, faculty, administration and trustees. Student is defined as any student regardless of academic level or curriculum.

Objectives

1. Instructor should be able to describe the background, strengths and weaknesses of each of his or her students.
2. Increase the frequency of incidents in which students, faculty, administration and trustees engage in free open discussion on varied school related topics.
3. To reduce the attrition rate of all students.

Evaluation

1. Upon request the instructors will be able to orally give the strengths, weaknesses and background of 90% of their students.
2. The number of meetings held where all parties participated.

3. Measure attrition rate quarterly, annually, and at the end of the program.

Sequence of Events

1. Enlist the understanding and support for the general concept of improving communications by the administration, instructors, students, and trustees.
2. Appoint a committee composed of one student from the technical, vocational and remedial program, an instructor from each area previously mentioned, a counselor, the director of occupational education and a board of trustees member to develop criteria to determine how the students, faculty, administration, and trustees will be represented at the open discussion sessions between the groups mentioned.
3. Determine frequency of meetings of the group.
4. Develop an evaluative instrument that can be used by all persons affected by the group discussions.

Time Table

1. Start immediately to enlist the support for improving communications between students, teachers, administration, and trustees.
2. By March, 1971, appoint the committee suggested in Item 2 under Sequence.
3. Develop evaluative criteria mentioned in Item 2 under Sequence by end of Spring quarter, 1971.
4. Determine the frequency of meetings, and develop an evaluative instrument mentioned in Item 3 and 4 consecutively, under Sequence by the end of the Spring quarter, 1971.
5. Implement discussion group sessions during the Fall quarter of 1971.

LENOIR COMMUNITY COLLEGE

Billy Beaman
Tim Britton
Barbara Kazazes
William George

The Problem: Faculty do not understand what students are interested in, what concerns they have, what problems and decisions confront them, how they feel about learning.

Objectives:

1. To identify subjects of interest to students.
2. To specify the concerns or problems students face.
3. To determine why students cut class, fail to complete assignments, avoid taking part in class discussions, do not consult instructors about their learning problems.
4. To determine what learning techniques students find most effective and what specific characteristics of a learning situation are most conducive to student success.
5. To communicate the information described above to all faculty members.

Plan: To have students develop a presentation that will reflect their interests, concerns, and feelings concerning education. This presentation may be used with the faculty to better acquaint them with our students. Also, it may be used with freshmen orientation.

SOUTHEASTERN COMMUNITY COLLEGE

Walter McCraw
Bill Ball
Tommy Holland

I. Peer Groups (sponsored by S.P.S. office)

- A. Selection
  - 1. Voluntary
- B. Formation
  - 1. Leader (one)
  - 2. six

II. Function

- A. Improve student/student relationships.
- B. Stimulate student involvement.

III. Peer Group Counselors

- A. Selection
  - 1. Choose from volunteers produced through "advertising"
  - 2. Cross-sections
- B. "Training"
  - 1. Orientation regarding college and its program
  - 2. Group dynamics
  - 3. Practice sessions
- C. Scheduling
  - 1. Weekly 30-minute sessions

IV. Evaluation

- A. By counselors and counselees

Instructional Component for Non-Traditional Students

I. Objective
- A. To individualize instruction by use of the systems approach.

II. Procedures

A. Workshop for Selected Instructors
re: accountability and behavioral objectives
B. Departmental Planning
C. Evaluation, Follow-up and Revision (quarterly)

* Release time will be given to instructors to develop packages.

* Consultant services module.

SURRY COMMUNITY COLLEGE

George Stockton
James H. Templeton
Thurman Hollar

PROBLEM

There seemed to be a failure to communicate on the part of the students, faculty, and staff; hence, a failure resulted to recognize the depth to which these students' attitudes were affected by learning.

RATIONALE

Some means of encounter must take place between students, faculty, and staff -- an outgrowth of which would be a more honest, wholesome climate for learning. This is the critical area for the non-traditional students.

PRESENT STATUS

The atmosphere at Surry Community College began to reinforce this rationale with a student-prepared presentation to the faculty at the faculty workshop in September, 1971. The O.E.O. Conference has been influential in leading us at Surry Community College to other "student orientation" activities. A meeting was set up with members of the Board of Trustees, faculty, staff, and students for a brief "rap" session. (One trustee, three faculty members. one staff member, and three students made up a group.) The meeting was highly successful. Students have been put on college committees. As yet, they have not assumed the responsibility we would like them to exhibit.

A MODS Program has been developed whereby non-traditional students meet with faculty members fifteen hours a week. Areas of concern in this group are English, Human Relations, and Philosophy. Encounter sessions are frequent and these students seem to be gaining higher self-concepts because of it.

TARGET GROUPS

(1) Multi-level groups consisting of
- Students
- Faculty
- Administration
- Trustees

This group would be a steering committee type where ideas and plans would be developed.

(2) Smaller groups consisting of
Counselor (This may change as a result
Students of the steering committee
Faculty decision.)

These groups would meet frequently; the only limit would be interest and the only restriction would be size. The counselor would act as the facilitator.

OBJECTIVES

(1) That faculty and administration will know the names of the students.
(2) Students to be involved in the learning situation.
(3) Students, faculty, and staff will be given the opportunity to discuss their attitudes and feelings openly and freely.
(4) To develop an attitude of trust between faculty and students.
(5) To foster constructive changes in the instructional program which would better suit the needs of non-traditional students.
(6) Reduce failures and drop-outs in the non-traditional group by meeting their needs.

EVALUATION PROCEDURES

(1) Question students -- formally or informally -- regarding faculty. (Knowledge of students, freedom to discuss, conferences, etc.)
(2) Checking course outlines by faculty relative to changes being made in courses.
(3) Request informal reports on small groups by counselors, students, and faculty.
(4) Check failure rate with non-traditional students.
(5) Check drop-outs in the non-traditional group from registrar's records.

SEQUENCE

Steering Committee would meet to be briefed and begin planning the program.

Small groups to meet and discuss the following:
Evaluation procedures
Changes on faculty-student level
to be made and noted
Changes involving broader areas
to be brought before a general committee

WAYNE COMMUNITY COLLEGE

Dr. Charles Poindexter
Dr. Jan Crawford
Mr. C. E. Waller

I. PROBLEM

A. The need is to effectuate better communication among faculty, students, and administration. Initially, the concern is to open more channels of communication for the student to convey his thoughts, ideas and problems in the instructional area to the faculty and administration. Ultimately, the concern is total involvement of students, faculty, and administration in the college community.

B. The program is to sensitize these persons to each other's concepts of educational needs, the educational process and how to effectively meet the needs of the students who make up our community college. The differing backgrounds, educational experiences, and expectations from college education build into the situation significant barriers to communication. These barriers must be eliminated.

II. TARGET GROUPS

A. The faculty, students and administration are the target. Particular concern is with the freshmen with less successful educational experience.

B. The faculty is a target because they are responsible for the learning situation in the classroom and lab. Awareness of the need for communication is the concern. The target student has not traditionally spoken up in the learning situation. He has been a passive rather than an active participant. Secondly, he has an unrealistic impression of what college is and can do for him. The administration is a target because the reason for their existence is to facilitate and coordinate educational experience. These must meet the needs of the target students.

III. OBJECTIVES

1. Establish additional channels to provide the opportunities for improved communication.
2. Involve more disadvantaged students in Student Government.

3. Involve more students in interpersonal relationships with instructors, e.g.,
   a. Instructors spending more time with the students and in their office.
   b. Instructors becoming involved in student functions including S.G.A. Committees and attending student social functions.
   c. Instructors making more contact in the halls and other informal areas.
   d. Instructors displaying greater ability to call on students by name, in class and out.
   e. Instructors sharing with Department Chairman and administrators information from and reaction to interpersonal relationships with students.
4. Involve more students in interpersonal relationships with administrators. (Supply criteria from # 3 above)
5. Develop faculty attitudinal changes toward the disadvantaged student.
6. To provide students the opportunity to become more responsible for informing and assisting present and potential students.
7. To inform the college community of the opportunities available through the college.

IV. EVALUATION PROCEDURES

1. Determine whether or not the channels, as set out in Section V, Sequence of Activities, are established.
2. Determine the number of persons from the target group who participate in Student Government.
3. (a) Observe instructors as to the time spent with students.
   (b) Determine participation in student functions.
   (c) Observe amount of personal contact.
   (d) Observe and question students about instructors' ability to call on students by name.
   (e) Recording the information and reactions from students channeled through instructors.

4. Determine students-administrators interpersonal relations. (Supply criteria from #3 above)
5. Administer Tennessee Self-Concept test as pre-test and post-test.
6. Have these opportunities been provided?
   Identify students enrolled through these efforts.
   Continue to check with students about the number and frequency of contacts.
7. Determine the number of news releases.
   Determine the requests for speakers.
   Determine the contacts made with PTA's, schools, and other groups.
   Determine the use of students in the recruitment and information process.

V. SEQUENCE OF EVENTS

1. Introduced and discussed at the Administrative Council.
2. Introduced and discussed with the Student Government Association.
3. Introduced and discussed with Department Chairmen.
4. Introduced and discussed with faculty.
5. Detailed discussion at Departmental meetings.
6. Arrange for Student Government Association officers and the EDT team to discuss and involve target students. *(See Appendix)
7. Administer the Tennessee Self-Concept test to faculty volunteers.
8. Voluntary faculty workshop using attitudinal change and motivational package from Bell and Howell.
9. Post-test of Tennessee Self-Concept test.
10. Evaluation by EDT to determine progress and necessary modifications.

VI. TIME TABLE

First Month. #1-5 of Section V.
Second Month. #6-9 of Section V.
Third Month. #10 of Section V.

APPENDIX. Activities currently being considered.

1. Instructional roundtable.
2. Student Information Specialists.
3. Strong public information and relations effort.
4. Student sponsored faculty orientation.

ROCKINGHAM COMMUNITY COLLEGE

Dr. Jack Graber
Sylvia Grogan
Robert Maynard

I. PROBLEM

Disadvantaged students have difficulty in securing appropriate educational experiences beyond high school because of self-concept in relationship to academic potential

NEED

To develop curriculum innovations to insure success for these students.

II. TARGET GROUP

A. WHO:

All high school graduates within commuting distance who:

1. Have attitudinal problems which block academic potential.
2. Have not achieved to the level required to enter any technical or college program.

B. WHY?

To satisfy institutional objectives.

III. OBJECTIVES

The general objective of this project is TO PROVIDE INSTRUCTION AND SERVICES WHICH WILL ENABLE STUDENTS TO ENTER AND SUCCESSFULLY COMPLETE REGULAR COLLEGE PROGRAMS AND/OR TO KNOW AND RESPECT THEMSELVES AS PERSONS AND WORTHY CITIZENS AT ANY EXIT POINT. Specific objectives are:

1. To chart and describe the life style of each individual student.
2. To diagnose, describe and prescribe approaches to the learning style of each individual student.
3. To diagnose, describe and prescribe approaches to the personality dynamics of each individual student.

IV. EVALUATION PROCEDURES

Evaluation of Student Progress: In order for the Program to be successful, evaluation of student progress must be continuous and immediate. Based on the diagnostic process, a check sheet of developmental tasks will be developed for each student. As the student completes a module of learning, he and the instructor, in conference, will check tasks completed. In this way, the student will constantly know where he stands in relationship to his goal. No grading scheme will be used. The focus and emphasis will be placed on learning -- not on grades. The student, with the active help of specialists, in essence will evaluate himself. Evaluation in regular curriculum courses will be made by the instructor as for any other student.

Entry into the Next Level of Education or Into Work: The student came to college with a tentative career objective or undecided. When he has completed his developmental tasks, the decision as to "what next" is his. The testing, counseling and educational experiences leading up to this point have all been aimed at providing information and choices as well as practice in decision-making. The project team has attempted to help the student develop self-respect, independence, and trust within a supportive environment and to dispel distrust, dependency and a feeling of worthlessness. Thus, this is a point of trust.

The Program team does not withdraw its support but instead encourages and expresses confidence in the student's decision. The counselor follows the student through the first 3 months of the next experience, giving whatever help appears appropriate. The student is free to consult the staff whenever he chooses, but the relationship between student and project becomes one of equality rather than learner-teacher.

The student may decide to enter another college or university. He may decide to go to work. In either decision, the services of Rockingham Community College are open to him (placement services, alumni activities, etc.). The student has four basic options if he continues at Rockingham Community College -- college parallel education, technical education, vocational education, or short courses in the Continuing Education Division.

PROGRAM EVALUATION

Program Evaluation: The program will be evaluated against its stated objectives. This will involve a long-term follow-up of students to see if they actually were successful in completing their educational objective. Other kinds of evaluation will be descriptive in nature and will show numbers served in various project phases and results of services. Student opinion of activities and of the total project will be obtained and analyzed as well as staff opinion. Pre and post test measures in academic skill areas will be obtained and analyzed. Measures of personality will be used on a pre-post basis to see if measured changes occur in this area.

V. SEQUENCE OF EVENTS

1. Description of students.
2. Recruitment.
3. Admissions: Open door.
4. Screening
5. Diagnostic Clinic
    (a) learning styles
    (b) attitudes and self-perception
6. Counselors, faculty, and tutors interact with #5.
7. Curriculum: Based upon results of the Diagnostic Clinic.
8. Evaluation.
9. Program Options
    (a) College Parallel
    (b) Technical
    (c) Vocational
    (d) Continuing Education
    (e) Employment
10. Evaluation

TIME TABLE

3 months	1. Selection of Advisory Committee 2. Recruitment of Staff 3. In-Service Training 4. Equipment Rental 5. Facilities to House Staff 6. Recruitment of Students 7. Diagnostic Clinic 8. Selection of Tutors
9 months	1. Program Operation
3 months	1. Evaluation of Project 2. Re-designing of Project 3. Recruitment of Students
9 months	1. Program Operation
3 months	1. Program Evaluation 2. Publication of Complete Project Description and Evaluation

JOHNSTON COUNTY TECHNICAL INSTITUTE

John D. Hobart
James E. Barbour
Luther R. Massengill

I. PROBLEM

A. Definition: To better meet the total educational needs of all existing and potential students, especially non-traditional students, through more open two-way communication between students, faculty, administration and others.

B. Rationale: Learning is recognized as involving cognitive, affective and psychomotor behavior. Traditionally, greater emphasis has been placed upon cognitive and psychomotor learning in the technical institute or community college setting. Attention to the affective domain of the teaching-learning process has been traditionally minimized. Hence, this proposal is designed to involve all parties -- teachers, students, administrators, and others -- in focusing greater attention upon the affective component of the total learning process.

II. TARGET GROUPS

A. Who: Existing students, especially non-traditional students; potential students; faculty members and administration.

B. Why: To improve the experiences of all people involved in the learning process, and thereby increase the effectiveness of the total educational program at J.C.T.I.

III. OBJECTIVES

1. To enroll more students, especially non-traditional students.
2. To reduce attrition of students, especially non-traditional students who are more likely to withdraw.
3. To increase number of students who experience success in satisfying course objectives.

4. To increase the flow of interpersonal communication of feelings between students and faculty members and thereby increase understanding and acceptance of students and their specific needs.
5. To increase the number of individual conferences voluntarily initiated by students.
6. To increase the number of informal conversations between students and instructors outside of class, in contrast to more formal individual conferences in the instructor's office.

IV. EVALUATION OF PROCEDURES

1. Use quarterly enrollment report compiled by the Office of Student Affairs.
2. Use quarterly drop-out reports with attention to distinctions between definite and apparent reasons for withdrawal.
3. Use evaluations of student progress toward course objectives (grades). J.C.T.I. has adopted an E,G,S,I,W, system excluding traditional D and F grading concepts.
4. Conduct weekly survey of faculty members to determine numbers of conferences and informal conversations with emphasis on estimates and impressions rather than strict counts in order to remove the threat of a rating system.
5. Use of "en masse" anonymous student responses to a critical incident technique questionnaire designed to identify very successful and very unsuccessful examples of communication of feelings between students and faculty members. Results are shared only by the classes and are to be discussed as a part of the wrap-up of the course.
6. Conduct periodical evaluations with peer counselors and students to determine effectiveness and suggest improvements. Student ratings and "rap sessions" will be used with peer counselors.

V. PROPOSED PLAN OF ACTION

1. A coordinated recruitment program will be developed to reach out and bring in more students from the population base served.

  - a. Administration, faculty, students and part-time outreach specialists to be involved.
2. Instructional techniques will be modified to assure that more students meet course objectives and fewer students drop out.
    - a. The systems approach to individualized instruction and/or other innovative methods will be carefully examined as the basis for deciding upon where and when modifications offer the best chances for enhancing student learning.
3. Increasing interpersonal communication between students and instructors will be encouraged.
    - a. Instructors' schedules will be reviewed with the idea of possible revision to allow adequate time to develop and implement more individualized instruction by systems or other approaches.
4. A peer counseling program will be implemented.
    - a. Student volunteers will be selected and trained first on a pilot basis and, if successful, then on a general basis.
    - b. Emphasis will be on training peer counselors in informal techniques and approaches for helping fellow students learn to make use of the resources available within the institute, solve routine problems and define their own identity.
    - c. Consideration will be given to utilizing the College Work-Study Program to compensate peer counselors.
5. The existing financial aid program will be reviewed with the purpose in mind of making more information about financial aid available to non-traditional students.
    - a. Peer counselors will be involved in dissemination of information.
    - b. Outreach specialists will be trained in how to present information on financial aid.
    - c. Program refinements will be made to increase effectiveness.

VI. SEQUENCE OF EVENTS

1. Present proposed plan to institute presidents and administrative staff.
    a. Discuss and revise as indicated.
2. Present proposed plan to faculty.
    a. Discuss and revise as indicated.
3. Present proposed plan to students.
    a. Invite reactions and revise as indicated.
    b. By use of small group discussion techniques, seek to involve students in the final plan of action.
        (1) Attempt to gain acceptance by encouraging participation.
        (2) Clarify roles in accountability for learning.
4. Select and train peer counselors.
5. Implement peer counseling program on pilot basis.
    a. If successful, expand to serve entire institute's student body.
6. Collect and interpret evaluation data.
7. Revise plan of action as indicated by evaluations.
8. Continue phases of plan found to be successful and feasible for future operation of the institute.

VII. TIME TABLE

1. February, 1971 -- present plan in its final proposed form to presidents and administrative staff for approval or modification.
2. March, 1971 -- present plan to faculty for acceptance or revision.
3. April, 1971 -- present plan to students for discussion in small groups.
4. April, 1971 -- begin implementation of plan.
5. April, 1971 -- selection and training of peer counselors; to be completed by May 15, 1971.
6. August, 1971 -- complete initial implementation of plan.
7. September - December, 1971 -- full scale operation with evaluation of results.
8. January, 1972 -- review of Fall Quarter results and adjustments.
9. April, 1972 -- review of Winter Quarter results.
10. June, 1972 -- planning for 1972-1973 academic year.

It has been found that this time table was overly ambitious for our limited staff and faculty at this time. However, general agreement has been obtained for:

1. Expansion of counseling staff beginning this summer.
2. A broader recruitment program, which is now operational via a special group of outreach specialists.
3. Establishment this summer of an audio-tutorial communication skills program for all occupational students.

GASTON COLLEGE

Horace Cline
Dr. George McSwain
J. Bruce Trammell

I. PROBLEM

A. Improvement of communications between evening students and the rest of our college community.

B. (1) To provide the means by which these students may make known their needs.
   (2) To help these students feel they are a part of the college community.

II. TARGET GROUPS

A. Students and other members of the college community who are involved in the evening program.

B. (1) These students do not participate in the college program during the day.
   (2) College community members other than students are included in order that needs may be made known.
   (3) These students for some reason did not choose to enter a program of study immediately after completion of or attendance at high school.

III. OBJECTIVES

1. Involve evening students in more of college life.
2. Successful completion of program of study.
3. Fewer complaints from evening students.

IV. EVALUATION PROCEDURES

1. Greater percentage of students completing programs as verified by registrar's records.
2. Changes made as a result of students' involvement.
3. Follow-up instrument to determine number of complaints before and after.

V. SEQUENCE OF ACTIVITIES

1. General meeting of all evening students.
2. Formation of a committee or other vehicle composed of students, faculty and administrators.
3. Development of instrument for evaluation.
4. Make results of meetings, surveys, and questionnaires known to students.

VI. TIME LINE (Calendar)

1. General meeting -- within one month initially and quarterly thereafter (new students only).
2. Formation of committee -- within six weeks initially and as committee determines thereafter.
3. Instruments -- within one month for completion of instrument, administered thereafter as committee sees need.
4. Results known -- as soon after action occurs as possible.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 21 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES